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ABSTRACT

Information on 12 exemplary volunteer programs is gathered in this manual for school officials, teachers, and volunteer coordinators. An introductory chapter discusses the place of volunteerism in middle and secondary schools, covering categories of volunteers; the services volunteers can provide; the benefits of volunteer programs to students, professional staffs, and schools as a whole; and the special needs of secondary schools, adolescent students, and secondary teachers. The remainder of the document is divided into two parts. The first section details the major factors to consider when developing programs using students as volunteers and describes the objectives, structure, implementation, and evaluation of four programs for peer and cross-age tutoring, peer counseling, and peer leadership. The second section focuses on the work of adult volunteers with older students and describes eight programs involving career study, tutoring by adults, or the utilization of community resources or corporate volunteers. Accompanying the discussion of each program are several related exhibits including such items as sample planning, reporting, and evaluation forms, questionnaires, recruitment materials, guidelines, and sample letters. (PGD)

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NSVP

Volunteers and Older Students

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Table of Contents

PREFACE 5

CHAPTER I
Volunteer Programs in Middle and Secondary Schools: Who, What, How? 7

CHAPTER II
Students Helping Each Other 13

Peer/Cross-Age Tutoring 17
Turn About 18
SEE 22

Peer Counseling 30
The Palo Alto Peer Counseling Program 31

Peer Leadership 36
Student Involvement Project 37

CHAPTER III
Adults Working With Older Students 39

Career Study Programs 41
North Penn High School Senior Career Study Program 42
Career Awareness Fair 45

Community Resource Programs 50
SPARK 51
Dresden School Volunteer Program 54

Corporate Volunteer Programs 57
Seattle Trust School Volunteer Program 58
School/Business Partnership Program 61

Adults As Tutors 67
Volunteers In Secondary Reading Programs 68
Classroom Volunteer Programs 73

ABOUT NSVP 79

SELECTED NSVP PUBLICATIONS 80

Preface

Volunteers and Older Students signals a new direction for NSVP. It symbolizes our belief that parents and citizens must become involved in the education of older students through school volunteer programs and that students, too, should be provided opportunities to serve both their schools and communities.

School volunteer programs during the past decade have focused primarily on the needs of the younger student. Though no one denies the need for improved educational opportunities at this level, the pressing needs of students facing college or career choices must also be addressed by similar programs in middle and secondary schools.

Today's teenagers come to school with widely diverse backgrounds, talents, concerns, and aspirations. Most of them are still very curious about the world around them and how they will fit into it. They want to be involved, to grow intellectually and emotionally, and to channel their vitality and energy into creative and responsible efforts.The world of work and their role in it is of increasing concern to them.

School volunteer programs can be the vital link between school and the work place, student and potential employer. The volunteer program can provide the resources to enhance career exploration and planning programs aimed at helping students make the school-to-work transition.

Some of these students, however, are not achieving at grade level in school. They have few basic academic skills and go to great length to hide their deficiencies from teachers and peers. Surliness masks the fear of discovery; truancy and vandalism provide release for frustrations. For these teenagers, jobs will be harder to find and success more elusive.

Middle and secondary schools are recognizing the benefits of school volunteer programs. They are turning to their elementary school counterparts for advice in setting up school programs, and they are investing their resources to adapt elementary school materials and training models.

Volunteer programs address the special problems of schools faced with fiscal stress, declining test scores and escalating vandalism and violence. They also provide enrichment and diversity for students achieving at and above grade level. Through school volunteer programs, internships, work experience, mentor programs, career exploration, service learning, tutoring projects, and community involvement programs become possible. These supportive endeavors can help staff concentrate their efforts on teaching and fostering the growth of positive attitudes and values.

NSVP is repeatedly asked, "What programs, materials or ideas can you suggest which show how volunteers work with adolescent students?" This publication is an answer to that question. Its purpose is to disseminate knowledge about successful practices and to put information about what works into the hands of school officials, teachers and volunteer coordinators. It is the first of three publications: ***Partners for the 80's: Volunteers and Olders Students; Partners for the 80's: Business and Education;*** and ***Volunteers and Older Students Focus on Basic Skills,*** developed by NSVP to advance volunteerism in our nation's middle and secondary schools.

Sandra T. Gray
Executive Director

Chapter I

Volunteer Programs in Middle and Secondary Schools: Who, What, How?

Every successful school volunteer program functions as a delivery system for bringing the resources of the community and the educational program of the school together. In each collaborative effort school administrators, teachers, students, business people and citizens from other sectors of the community unite in the pursuit of a common goal—quality education for all students.

At the middle and secondary level, there are two major categories of volunteer service. In one, adult volunteers are recruited from the community to work with students in the school or business setting. In the other, students volunteer their time and talents to serve the community or the school.

Who Are School Volunteers?

Nearly everyone is a potential school volunteer for the middle and secondary levels. The key factor is in the contribution of service and skill—any service, any type of useful skill.

There are two categories of volunteers: parents and non-parents. Since only one of every four citizens in a community is a parent, it is important to find ways to motivate non-parents to serve.

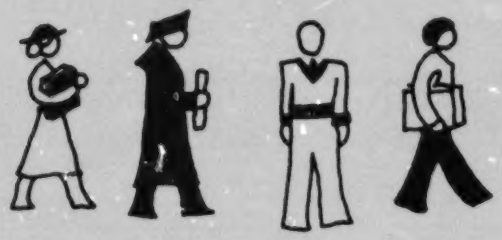
- **Parents** of students are the obvious source of volunteer assistance because they can easily identify with the success and growth of their children. In some cases, parents feel intimidated by the middle or secondary school environment or are experiencing tensions between themselves and their children at home. Sensitive school officials and staff can work with parents to allay these fears and tensions. Once comfortable in the setting and convinced that they can be of service, parents constitute a reliable corps of volunteer workers.
- **Non-parent volunteers** within the community can give their support.
- **Students** at the middle and secondary levels are a growing source of volunteer help to their schools and fellow students. They are working as peer counselors and leaders in peer and cross-age tutoring programs or in the community through school-sponsored programs which indirectly benefit their schools.
- **Business people** are of special value because of their varied knowledge and experience in the job and professional markets, their vocational and social skills and their potential as positive role models for teenagers. Working with middle and secondary students can be particularly attractive to corporations and other organizations because students who perform more effectively with business and industry assistance make better employee prospects.
- **Local college and university students** can be enthusiastic tutors and volunteers. Approximately 80 per cent of U.S. colleges and universities have volunteer programs involving 400,000 students. Just a few years removed from their own experiences as middle and secondary students, these young people can empathize with and serve as "big brother/sister" role models for adolescents. In many cases, these students receive college credit for their services.
- **Older persons** represent a vast reservoir of volunteer talent which could be tapped for the benefit of both volunteer and student. Professions, crafts and skills honed during long years of activity are often hidden resources waiting to be discovered. Faced with few challenges, older people frequently welcome the opportunity for such useful activity. One 72 year old retired musician said, "When I walk through the playground, I hear my name being called from all sides. I don't know which way to turn first. I feel they need me, but you know what? I need them even more."
- **Physically handicapped persons** are another source of willing school volunteers. Accustomed to restraints on their mobility, handicapped persons may have the time and desire for volunteer commitments.
- **Individuals without formal education** sometimes think volunteers work only with academic subjects and feel they have nothing to offer the middle or secondary volunteer program. They are mistaken. Actual teaching is the sole domain and responsibility of certified staff. But there are a myriad of support roles to be played.

Special efforts should be made to ensure that the volunteer program is designed to draw all potential volunteers based on each one's knowledge, talents and ability.

What Can Volunteers Do?

Perhaps the more accurate question is: "What services are needed?" The field of potential volunteers includes every conceivable combination of aptitudes and skills. A staff survey should reveal the most pressing areas where teachers and other professional staff members need help. The specific ways that volunteers can assist the professional staff are limited only by imagination and the effectiveness of the recruitment campaign. Middle and secondary schools embrace a wider range of concerns and activities within their walls than do elementary schools: clubs and athletics,

student volunteer projects, counseling aimed at the emotional problems unique to teenagers, and career and education guidance. These are just a few of the facets that create a host of new challenges to the middle and secondary school and provide special opportunities for volunteer service.



How Do Volunteers Serve?

Though the actual list of services provided by volunteers across the country is limitless, a recent survey of NSVP members showed that the following activities are presently performed by volunteers working at the middle and secondary levels:

- Tutoring individual students;
- Assisting with career guidance programs and programs relating to cultural patterns and intercultural relations;
- Assisting with motivation programs to encourage pupils to continue their education and improve attendance;
- Working with staff in desegregation efforts;
- Serving on various advisory committees;
- Obtaining and preparing instructional materials;
- Helping science classes by keeping chemicals in order and setting up simple science experiments;
- Assisting in health, sex and drug education programs;
- Acting as interpreters for non-English speaking parents;
- Assisting in school club activities, co-curricular programs, athletics, and other special programs;
- Grading objective tests and recording marks;
- Performing clerical chores such as alphabetizing, filing, typing, duplicating materials, preparing dittos, and putting work on the blackboard;
- Assisting in the school library, classroom library and with the school newspaper;
- Arranging and supervising special holiday programs, assembly programs and field trips;
- Assisting in dramatics, directing, staging, making costumes and scenery;
- Helping with routine classroom chores and homeroom activities;
- Helping to orient new teachers and students to the community;
- Assisting in decorating rooms, making posters and setting up hall display cases.

How the School Benefits

Adults in the community who participate in the school activities and are exposed to educational processes through volunteering become more aware of the positive functions of schools. They learn to appreciate the efforts of teachers and administrators and begin to understand the problems and daily decisions involved in keeping the school running smoothly. Naturally, they communicate their new attitudes to friends and acquaintances. Because of changing demographics, which cause fewer and fewer adults to have children in schools, this is an important way to share the *good* news about education. An urban volunteer coordinator said about her community, "All they know is what they see over the news media, and because of the nature of the news, more often than not, it's negative. They never see some of the good things that are happening."

Furthermore, involvement of adults from throughout the community reminds everyone that education is the responsibility of the community as well as the schools. A community intimately involved in its schools will be supportive of them. (In New Orleans, 1980 saw the passage of an education tax to restore old schools, build new ones, and purchase curriculum materials at a time when most talk in the country centered on tax and program cuts. School volunteers played a significant role in the victory.)

Although it is difficult to measure volunteer services in dollar amounts it is clear that efforts can greatly assist middle and secondary schools to maintain and even enhance the quality of education in these days of austere budgets.

Often overlooked is the value of introducing teenage students to a wide variety of adult role models. The possibility that teenagers will find an adult they can relate to increases with the number of adults active in the school.

In the meantime, the concept of youth service implies a new relationship between schools and the communities they serve. The school becomes a place where students come to learn, and from which they go to share their knowledge, talents and energy.

Improved student morale is frequently the most immediately apparent benefit of successful student volunteer programs. The maturity students gain as volunteers tends to carry over to their school participation.

The National Center for Service-Learning estimates, on the basis of the data gathered through random sampling, that more than 2,650 high schools in the country offer some type of curriculum-related community service program. These programs are helping more than 320,000 students become involved in addressing the problems of their local communities.

With 114 students working 4.5 hours a week, an average program contributes more than 500 hours of community service a week during the school year. If the worth of the service is translated into dollars by multiplying hours by the minimum wage ($3.10 an hour

when the study was done), an average program provides more than $1,500 worth of services to the community each week. This come to approximately $55,000 per school year.

The Center estimates that the total value of community service being performed by high school students in curriculum-related programs (excluding extra-curricular activities) each year is approximately $140 million. This enhances the status of their schools and creates immeasurable good will in the community.

How the Professional Staff Benefits

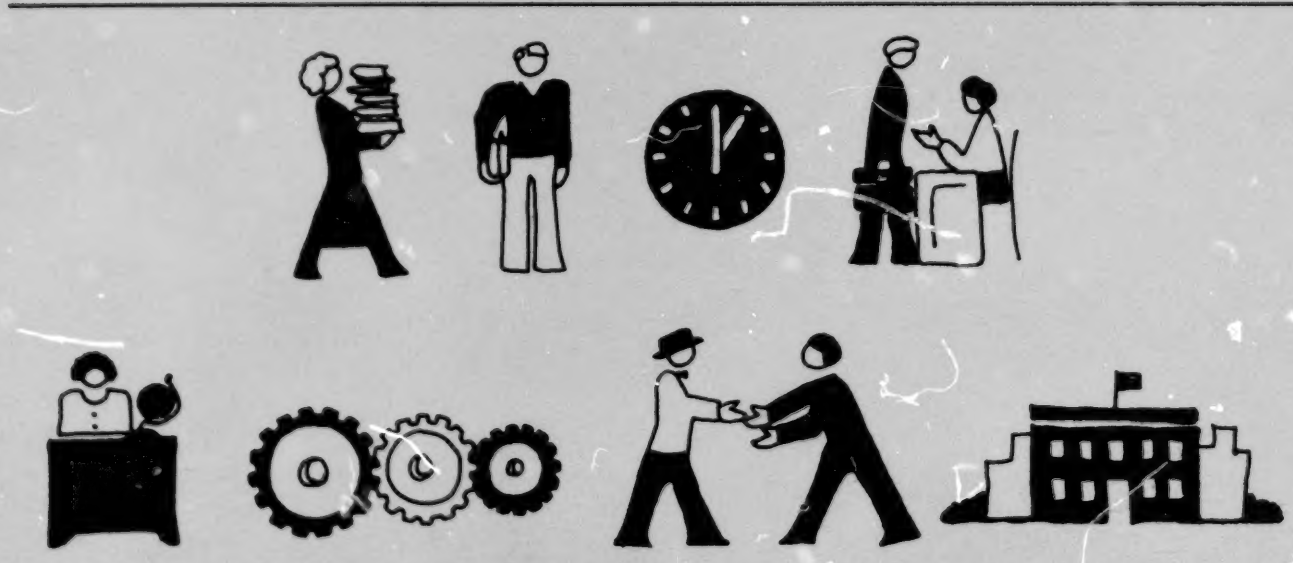
A volunteer program creates more time for teachers to direct their energy to teaching. Concentrated, high-quality course content becomes particularly significant for older students, some of whom are close to ending their formal education. Others need intense preparation so that they can perform well on college and vocational school tests, qualify for college admissions and compete for financial aid.

A volunteer program provides increased individual attention to students. A volunteer can be the answer for teachers who think their students could benefit from skills reinforcement activities or review work—or just having someone to listen to them. Volunteers can lower the frustration level of that staff person who wants to provide special help but cannot, due to time constraints and large student-teacher ratios. It is the opinion of one high school English teacher that, "We all wish we had the time to listen to our students as often as they want to talk with us. Volunteers have this kind of time."

Enrichment experiences can be added to curricula, and special activities can be made available, if volunteers help. By requesting a "community resource" volunteer, teachers can infuse real-life, first-hand knowledge into their classes. Field trips and other events become feasible to the teacher who can call on another adult to share planning and supervision responsibilities.

School volunteers free teachers from routine non-professional duties such as typing, preparing bulletin boards, gathering and organizing supplies and scoring objective tests. The presence of a volunteer may also reduce discipline problems. Another adult in the classroom lowers the student-to-adult ratio and, in itself, can be a deterrent to undesirable behavior.

Viewed from this vantage point, it is easy to see the importance of school volunteers and the leverage they add to a teacher's effectiveness.



How Students Benefit

A volunteer program at the middle and secondary levels can enrich and expand the learning experiences of the students. Those students who receive more individualized attention often develop greater self-esteem. Increased achievement in basic skills through tutorial help is another benefit that lasts a lifetime.

When adults from the busines world volunteer to spend time in the schools, the students, perhaps for the first time, see how their academic curriculum fits into the adult world. Realizing that their studies will affect the kinds of jobs for which they ultimately will qualify can motivate students in their classroom work. Career awareness and academic achievement become tightly intertwined in the most positive way.

The value of practical skills for older students is immeasurable. In Seattle, the manager of a bank volunteered to talk with high school students in math and economics classes. "I'm awfully glad to do it," she says. "We're graduating kids who don't know about bank services...who know nothing about writing checks." In her own presentation, she discussed general banking services and the role a branch bank plays in its community.

When students serve as volunteers in the community, their classroom instruction becomes more meaningful. Today's middle and secondary students are put through a long social apprenticeship. Many of them, after twelve years of schooling, do not know what it feels like to get out into the "real world," to solve problems, to have other people depending on them.

Those who volunteer in the community have contact with and relate to people of different ages and backgrounds. These experiences can improve the volunteer's understanding of human relations and deter race, sex, cultural and age stereotyping.

Students also get a first-hand look at how the community works. They learn that social improvement takes effort and patience—that real progress is incremental, not instant. In youth service, students develop their decision-making skills and become independent and self-directed when they are engaged in tasks they feel have social importance and real consequences. Volunteering is an opportunity to test and extend their interests, skills and talents.

In the case of students who tutor, recent evidence indicates that they often benefit more than the child being tutored. It also appears that student tutors' motivation, sense of responsibility and attitude toward school can improve because of their volunteer involvement.

Special Needs

• Unique Circumstances

Although the advantages of a volunteer program in middle and secondary schools are clear, certain circumstances distinguish programs at this level from those in elementary schools and sometimes make them more difficult to administer.

The cozy, warm atmosphere of the elementary school has all but vanished in the middle and secondary schools. Buildings, staffs and student populations tend to be much larger. The school is no longer a closely-knit, familiar neighborhood operation with non-threatening atmosphere, curriculum and children.

To make a volunteer program work, more internal coordination is needed than at the elementary level because the school structure is more complex. There are more teachers, all with their own priorities, more bureaucracy, more courses, more internal politics. Rather than working in one room with one teacher most of the day, students move from room to room, instructor to instructor. Even scheduling time for tutoring can be difficult.

• Adolescent Students

Older students have social and psychological needs that are vastly different from their younger counterparts. The social setting of the school may be the central focus of their lives, but they may place little importance on the academic aspects of that setting.

The adult volunteer who is aware of the special needs of middle and secondary school students can help ease the adolescent socialization process in a number of specific ways:

— Talk with and listen to teenage students;
— Share their own experiences with learning problems;
— Assist in locating materials that will match the skills and interests of individual students;

— Help students develop increased feelings of self-worth;
— Work with students to regard tests and examinations as positive learning experiences;
— Provide increasing opportunities and guidance for making decisions and carrying out responsibilities;
— Give information about vocations and the skills and training required for them, and help students assess their own abilities;
— Help students understand and accept the differences among people;
— Encourage adult-student relationships based on respect, not fear.

• **Teacher Concerns**

Starting and maintaining a volunteer program at the middle and secondary level is often difficult. At this level, the professional staff may be inclined to consider the services of volunteers superfluous; they may even feel that standards are lowered when volunteers are involved in the instructional program. Teachers have, in the past, been cast in the role of sole providers of instruction for their students. They may feel they are betraying their professional responsibility if others are actively involved in the direct learning process. Under such conditions, teachers may see tutoring and other volunteer assistance as an infringement upon their professional duties and an implied criticism of their professional competence.

When teachers are reluctant to relinquish a portion of their tasks, even non-professional ones, or are unsure of what volunteers can do, they are unable to utilize the abilities and skills of a well-trained volunteer. Many of these fears and concerns can be alleviated, or at least moderated, through careful advance planning and staff orientation. A successful program stresses teacher input at all phases of design and implementation.

Teachers, who at first appear hesitant, may feel more comfortable involving volunteers in their classrooms when they observe other teachers working successfully with volunteers. Teachers who have worked with volunteers in various ways can advise their colleagues about effective management procedures, including how to communicate well with the volunteer, what to include in orienting the volunteer to the classroom, the importance of giving clear directions to the volunteers, how to utilize the volunteer's special skills and experience, and how to show appreciation so the volunteer will want to continue to serve in the classroom. NSVP's publication, ***In-Service Training Models,*** focuses on ways to orient professional staff to school volunteer programs.

The important and undergirding concept is that *volunteers are not teachers.* They are the support system that provides teachers with more time for instruction and enrichment. By removing the many non-professional tasks from their duties, teachers' professional status is actually enhanced.

School volunteers and teachers have a common desire to be of service and have a love for education, especially as it applies to young people. Their complementary roles are desperately needed in middle and secondary schools, where students are very curious about life, are quick to lose patience and find the rigors of discipline less tolerable than when they were younger. At this stage of the students' lives, understanding guidance is required from adults to restore faith in goals which earlier appeared obtainable but now, with all the pressures of growing up, seem elusive.

School volunteer programs for older students are not a bandaid approach to the sometimes overwhelming problems which beset American middle and secondary schools. Each program can become the delivery system to help all concerned — school personnel, students, parents and the community.

Chapter II

Students Helping Each Other

The most pressing human problems of our society will not be solved until a spirit of service becomes an important aspect of American life. Today, little is asked of young people except that they be consumers of goods and services. A vast industry serves youth with schooling, entertainment, and products of all kinds, but there are limited opportunities for younger people to produce goods and serve others.

"Community service," "service learning," "cross-age/peer tutoring" and other programs encourage students to become activists rather than passivists. At the same time, school staffs are encouraged to become facilitators in addition to the more traditional roles of disseminators. Through student volunteer programs, students find new meaning to their lives as they improve the quality of life around them.

The approaches used by schools and districts around the country vary considerably, but they all seem to include some basic elements:

- certified staff supervisors;
- a volunteer component;
- outreach to community organizations and businesses;
- built-in opportunity for in-service and/or pre-service for students in the program;
- a system for monitoring student progress and responding to student needs and concerns.

The level of commitment from the school and community determines the scope of each program. The granting of academic credit may also increase a program's size. Some volunteer community service projects provide field experiences for students that reinforce classroom learning. They are coordinated by the school volunteer program and work with various academic departments of the school as well as with the business and industrial arts departments. Other programs hold no classes and require no academic work, but allow students to investigate vocations by selecting community work related to their interests.

Volunteer experiences through the split-semester approach allow students, often high school seniors, to spend one semester in the classroom and one semester involved in related community work. In some cases, older students are released from their traditional class schedules to devote an entire semester to community service while earning academic credit.

Student volunteer programs may also function during summer vacation, either as an extension of an existing program or as a first step toward building a year-round effort. In addition to the learn-by-doing aspect of this volunteer work, students might be encouraged to take a variety of available extension courses or attend night school in preparation for a career or for more general education.

These volunteer programs are not viewed merely as "job-training" opportunities. The terms of most programs reflect the fact that *service* is being rendered by each student involved. Through student school volunteer programs, the message communicated to teenagers is, "We need you and ask you to serve your community to help solve some of the important problems in our society." Through volunteering, students have first-hand knowledge of society's needs and a chance to take action to meet them. Often these student volunteer programs allow students to gain more than they give. A teenage girl told her English teacher, "I was afraid of talking in front of people before I became a volunteer. I guess I thought they'd laugh, but they listen to me!"

Education, employment and service are all conditions for personal development. Each relates to and has elements of the other, but the emphases are different. Until recently, American society has concentrated on education and employment. Service has been neglected. Perhaps it is time to right the balance.

Although no foolproof rules guarantee that a student volunteer program will succeed, based on the experiences of schools which have programs, the following considerations are important:

• *Assess needs.* Each project should be a response to the identified needs of the student volunteers and the group to be helped. Though an individual area of need might be identified by teachers, administrators, students or community members, it is crucial that consensus be reached about making it the focus of the program. Of course, programs will usually address a number of needs simultaneously — some within the school, and others in the surrounding community.

• *Enlist support of school staff — administrators and teachers.* The school must put its full weight behind student volunteers with authorization, guidance, coordination and flexible scheduling. Even a modest program must have high priority and visibility.

No program, regardless of its merit, succeeds without the support of administration and teachers. School personnel must be convinced of the benefits of a program which, by its nature, will affect them — change schedules, release students from class (once or regularly), and impact on curriculum.

School administration is ultimately responsible for all of the decisions about the shape of a volunteer program, or whether one will exist at all. Administrators will probably look very favorably on a program which encourages students' academic and personal growth as well as provides good public relations for the school.

Teachers' support is equally essential to a program's success. Every opportunity should be seized to explain the aims of the program to the faculty and elicit their recommendations. A home economics teacher may welcome the idea of a student-run lunch program at a local day-care center. The Spanish teacher might help organize a program using student volunteers from the class to help Spanish-speaking children learn English.

In schools where demands on the time of the **Guidance Counselors** or school **Social Worker** are great, a corps of trained volunteer peer counselors can ease some of the pressure for large numbers of students and help create a healthier, more productive learning atmosphere.

Many middle and secondary school **Principals** will be amenable to peer and cross-age tutoring programs if they can be shown that:

1. the elementary school at which the students will be working (in the case of cross-age tutors) is close enough so transportation is not a problem;
2. the school volunteers have clear-cut duties and responsibilities and are well-supervised; and most importantly
3. volunteer service does not interfere with students' regular school work.

The school staff will enjoy the improved morale and new maturity that student volunteers bring to the school environment.

• *Set goals and objectives.* Long term goals and short term objectives will be based on the student, school or community needs which have been cited. It is important to decide the focus of a student volunteer program before recruiting students and developing training. If the goal of a program is to raise student achievement in math or reading, or reduce vandalism and absenteeism, what will show that these goals have been achieved? Because the credibility of any program depends on its ability to achieve its goals and objectives, beginning with one or two well-developed projects seems to be the most reasonable start. Most program coordinators embrace the axiom, "start small and do it right."

• *Enlist student leaders.* Involvement of student volunteers in the planning, recruiting, training, scheduling and evaluating of a project will convince them that the program is theirs and its success or failure depends on them. Usually this insures commitment and reliability on the part of these students.

Volunteer projects should be structured to continue even as student leaders come and go. Those who are being served need to know that the project they are counting on is not subject to the changing interests of volunteers or the annual list of graduating seniors. (If a "student club" structure is used, elected officers from different grade levels may be appropriate.)

• *Determine program structure.* The first step in launching a program is to designate its **Coordinator.** A good coordinator must believe in the program, be able to relate to students and people in the group being served, have strong administrative skills, and have time to devote to the projects. A teacher with free hours during the day, a guidance counselor, administrator, other staff member or someone hired specifically for the job are all possibilities. Whoever is chosen must have a schedule which permits time to supervise the projects and manage the day-to-day workings of the program. It is helpful if the coordinator has easy access to the school principal. Often, programs will have both an adult and a student coordinator who work together.

Some programs rely heavily on an **Advisory Board,** composed of representatives of all participating groups, which assists the coordinator in organizing and implementing the program. Not only can it give administrative assistance to an overworked coordinator, but it may help raise funds and identify resources for the program.

Each program will require a designated space or **Office.** There should be a central place to keep records and materials for the program. If students work out-

side the school, this office will become the center for placements and information on student activities and whereabouts. (This has important legal ramifications where state or local law places responsibility for students' welfare during school hours on the school or specific certified staff members.)

• *Develop program budget.* How the coordinator is recruited will largely determine the cost of running a student volunteer program. Because hiring an outside professional administrator can be costly, many schools prefer to start by enlisting a part-time coordinator "from the ranks." Other operating costs such as supplies, transportation, publicity, depend on the resources a school already has (i.e., school buses, photocopying machines, print shops, newsletters, etc.)

The support which emerges from adult volunteers who are mobilized by the enthusiasm of an active, well-publicized student program may defray some staff costs. Once student volunteers start working, initial program costs may decrease as community businesses or service groups agree to provide funding.

"The National Survey of High School Student Community Service Programs"* reports that funding is achieved in a number of ways: 67% of programs are funded by school budgets, 29% from private sources, 8% from other public monies, 8% directly from students and 2% from "other" sources.

• *Identify volunteer opportunities for programs which send students into the community.* The local volunteer clearinghouse organizations can provide a wealth of information. If such a group does not exist in a given community, **VOLUNTEER:** The National Center for Citizen Involvement or **ACTION** (both located in Washington, D.C.) may be able to help. By starting with an umbrella agency, the school volunteer coordinator can tap the experience of an organization which is aware of the community's problems and needs and has a local program already in place. The clearinghouse usually knows the community agencies which use volunteers, the number needed, skills in demand, the agencies which use school-age personnel and the types of transportation available.

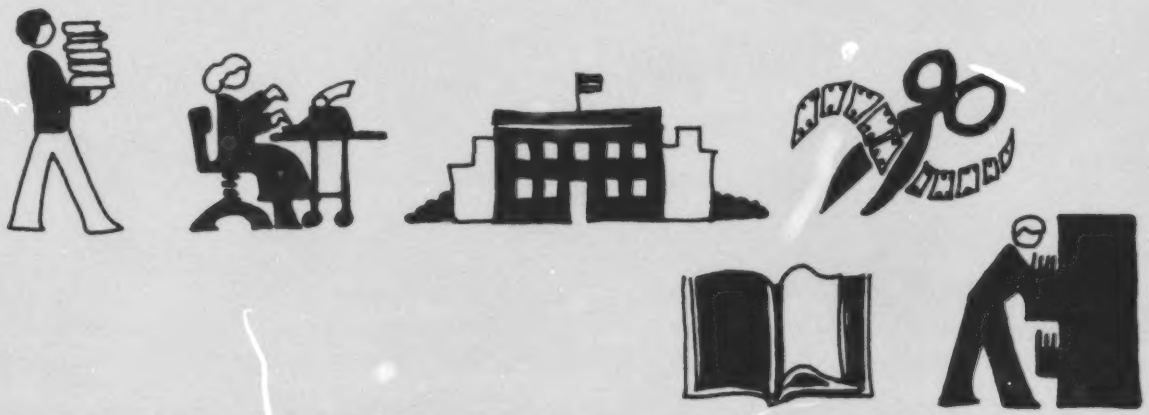
Other sources of information include the local United Way affiliate, Health and Welfare Council, Community Action Agency, Model Cities Program and Office of Economic Opportunity, established social agencies like hospitals, mental health centers and boys' clubs, and local city government.

• *Identify volunteer opportunities within the school.* **Teachers, counselors** and **librarians,** if they know help is available, may readily identify volunteer opportunities for students. Some teachers do not wish help from an adult who is available only once or twice a week, but will gladly welcome the 12th grade student who can work as a volunteer assistant with 9th graders every day for a single class period.

Students, familiar with the daily school routine, will recognize a myriad of possible volunteer opportunities. They have the added advantage of identifying the very jobs they would like to tackle.

Administrators know what needs to be done in the office and on the school grounds. They are directly involved in the security of the buildings and safety of the student body. Their list of opportunities for volunteering and peer leadership will be a long one.

Clerical staff, though probably able to identify ongoing needs for student volunteers, also know when special projects will require extra hands. Back-to-school nights, progress report time, and open house are more easy to manage if student volunteers help with planning and logistics.



* *For a complete report of the National Survey of High School Student Community Service Programs, write to High School Survey, National Center for Service-Learning, ACTION, Room 1106, 806 Connecticut Avenue, N.W., Washington, D.C. 20525.*

• *Develop a plan for recruiting volunteers.* The most successful recruiters for a school volunteer program will always be an enthusiastic volunteer and a teacher who has enjoyed working with reliable, trained volunteers. Finding those first volunteers might be done with posters, flyers, ads in the school newspaper—all of this could be designed by the art and journalism classes or the pep club members. (See NSVP's publication, ***Public Relation Tools for School Volunteers*** for details on this topic and a myriad of other ideas.)

• *Develop a training program for volunteers.* Though all volunteers will receive "on-the-job-training," some format for initial orientation to the new role as a volunteer should be provided. If student volunteers are going to work as peer or cross-age tutors, specific training in academic subjects may be required. Students going into the community to work in hospitals, community service agencies, etc. will be trained at the place they work, but may benefit greatly from structured workshops or seminars where they have an opportunity to discuss mutual problems and concerns and learn techniques to improve their interpersonal and communication skills.

• *Develop a process for placing volunteers and monitoring their progress.* The best school volunteer will not remain long in the program if he or she is poorly placed in an assignment. The volunteer's skills, aptitudes and wishes must be matched with the needs of the school or outside agency. Some school volunteer programs place volunteers on a trial basis with the understanding that if the placement is not mutually rewarding, another will be arranged. Volunteers should have the opportunity to move on to more challenging assignments as they develop their potential.

• *Develop an evaluation procedure for the program.* The results of a school volunteer program cannot always be measured—the change in a student's attitude toward learning, improvement in a student's self-image, or attitude of a teacher toward his/her job. But all participants in the program should be asked to evaluate the program from their various points of view. Evaluation should be based on the program's specific goals and objectives.

• *Provide for on-going recognition of volunteer contributions.* Volunteers join the program for many reasons. For most, their reward is a high degree of satisfaction from their volunteer performance. This satisfaction comes from within, but public recognition of their efforts is also very gratifying. Annual volunteer recognition events are a good way to say "thank you" publicly, and they are good public relations for the program too. Feature articles in the school newspaper, passes to school athletic, music and drama events, and formal recognition by the school board or superintendent are all ways to show student volunteers that their efforts are important and appreciated.

Every school volunteer program must be a response to the needs and special circumstances of its students and community. (For more information about program structure, see NSVP's publication ***School Volunteer Programs: Everything You Need To Know To Start or Improve Your Program.)***

The programs on the following pages represent the attempts of schools and districts across the country to provide special opportunities for their students.

PEER/CROSS-AGE TUTORING

When some students in a class need special, individualized help as a supplement to group instruction, and teachers do not have enough time to provide extra drill, one answer can be help from other students. In peer tutoring, students tutor other students of approximately the same age or grade level. In cross-age tutoring, older students (usually by two or more grade levels) tutor younger students.

Classes are often large and students need varying amounts of exposure to subject material before they learn it. Tutors can help other students keep up with the class. A tutor can reassure and encourage a learner who is frustrated by a lesson. Given repeated opportunities to practice a concept, with immediate feedback and correction from the tutor, the learner does not practice wrong responses.

The special, individual attention of another person is a powerful reinforcement for the tutee's active participation in learning.

Most tutoring programs need:

- a set time and space for the tutoring;
- a professional diagnosis of the learning needs of those to be tutored;
- ways to measure the gains each student makes through the program;
- training for tutors;
- a program supervisor (who may be the classroom teacher) to provide support and encouragement for tutors.

Ideally, tutors should meet periodically as a group to discuss difficulties and share successes they have had.

In many programs the tutors gain as much or more than the students they tutor. The student tutor must review material carefully in preparation for the tutoring session. This set time provides a deadline by which tutors must clarify their ideas if they wish to communicate them to the students with whom they work.

In peer/cross-age tutoring everybody benefits:

- teachers, by becoming classroom managers, are able to provide students with the one-to-one help they need;
- students, who would otherwise fall behind the rest of the class, have an opportunity to keep up;
- students who have, in the past, worked only for their own success, reap the satisfaction of helping others as they further refine their own skills.

TURN ABOUT

MODEL

Started 1975

Description: Turn About offers junior and senior high students school credit when they elect to become tutors in nearby elementary schools.

Location: Miami, Florida

Sponsor: School Volunteer Program of Miami (SVP)

Objectives:

1. Allow middle and secondary school students to gain insight into human behavior as they help others.
2. Reinforce and broaden students' background and knowledge as they assist elementary pupils in reading and math.
3. Encourage students to use their leisure time constructively.
4. Improve communication between secondary and elementary schools.
5. Enrich and expand curriculum of both schools.
6. Provide helpers to teachers and students at the elementary schools.

Structure:

The Turn About program allows junior and senior high students to work as aides and/or tutors in elementary schools, day care centers, and other educational institutions. Students wishing to participate select a Turn About site within walking distance of their homes in order to work before or after their regular school shifts.

All students are eligible if they can achieve at the 5th grade level to which training is geared. Students are assigned tutees at least two-years below their achievement level. The training is extensive, using twenty-five video-tape lessons and student workbooks. Ten lessons are on general tutoring skills. Students then specify whether they wish to tutor in reading or math. Eight math tutoring lessons and seven reading tutoring lessons are offered. Direction and training are also given to the elementary school teacher who has expressed a desire for a student volunteer.

The receiving school provides volunteers with an orientation to school policies and facilities. Students usually tutor four days a week. On the fifth day, all cross-age tutors in the school come together for a seminar. In return for forty-five hours of volunteer service, the student volunteer receives a grade and course credit.

Implementation:

It is necessary for each sending and receiving school to select a Turn About leader. The leaders should be regular staff members, interested in Turn About volunteers and show an ability to communicate effectively with administrators, staff and students.

The *Sending School Turn About Leader* will:

1. establish guidelines for the operation of the Turn About Program within the school;
2. disseminate information concerning Turn About to selected groups;
3. recruit students (through counselor referrals, public address announcements, posters, Rap Room session, etc.);
4. orient the group of students who will serve as Turn About volunteers;
5. communicate with each receiving school on a regular basis in order to monitor and evaluate both participants and processes;
6. record final grades.

The *Receiving School Turn About Leader* will:

1. establish guidelines for the operation of the Turn About Program within the school;
2. disseminate information concerning Turn About to selected groups;
3. prepare the teachers who will be using Turn About volunteers;
4. hold an orientation for incoming volunteers;
5. communicate with sending schools on a regular basis;
6. assign final grades to tutors.

The *Turn About Volunteer* is expected to:

1. complete 45 hours of volunteered help;
2. maintain a good attendance record and inform the directing teacher when absence is necessary;
3. perform duties to the best of his/her ability.

Evaluation:

During the course of the student's tutoring activities the supervising elementary school teacher is asked to fill-out a student attendance and progress report. The report shows the total number of hours per week a student tutors, the nature of the activities in which the volunteer participated and the comments and recommendations by the teacher. This form is sent to the volunteer's course teacher at the sending school for final grade determination and then forwarded to the Volunteer Coordinator.

According to testing, conducted by the School Volunteer Program, trained tutors gain as much as two years more achievement than untrained tutors. Tutees with trained tutors gain as much as one and a half years more than tutees with untrained tutors.

A quarterly School Volunteer Progress report includes an attendance summary, program particulars, a needs assessment, and special volunteer activities. The progress report is completed by the Volunteer Coordinator and becomes a vital communication link between the school level program and the area office.

Exhibits:

- PARENT PERMISSION FORM
- TURN ABOUT COURSE CONTRACT
- ELEMENTARY TEACHER'S EVALUATION FORM
- SCHOOL VOLUNTEER PROGRESS REPORT

EXHIBIT

- **PARENT PERMISSION FORM**

January 7, 19___

Dear Parents:

Homestead Junior High School is one of the schools in the South Area participating in the "Turn About Program," which is a part of the School Volunteer Program of Miami. Under this program, junior high school students are assigned to work in elementary schools, day care centers, and other educational institutions as teacher aides and one-to-one tutors. These students work before or after their regular school shift.

Similar programs have resulted in findings that youth can teach younger children with benefit both to tutor and tutee. In the Youth Tutoring Youth Project in New York and Dade County, teenage tutors and younger tutees improve in reading. The elementary students doubled their reading growth rate but the tutors moved ahead even more as they gained three years during a single school term.

Your child, _____, has expressed an interest in joining this program. She/he would like to work at _____ _____. If the student is constant in attendance, he/she will be given credit (elective) which may be applied toward promotion or graduation.

We feel you should be aware of this expressed interest and we require your permission before your child is interviewed by a teacher. If you are willing to have your child participate in this worthwhile program, please sign below.

If you need additional information, please contact Mr. _____ at _____.

This is to certify that I have given my permission for my child (named above) to participate in the "Turn About Program."

(Parent's Signature) _____

Date:_____

EXHIBIT

• TURN ABOUT COURSE CONTRACT

I, _____, a student at (School) _____

(Period) _____ (Homeroom) _____, enroll into (Course Title) _____

I am fully aware and understand that I will receive one quinmester credit only if I meet the following conditions:

(1) I will complete 45 hours of volunteered help at _____.
(2) I will have a good attendance record and let my directing teacher (or school secretary) know when absence is necessary.
(3) I will perform my duties well and to the best of my ability.

(Student's Signature) _____

(SCHOOL SEAL)

(Instructor's Signature) _____

EXHIBIT

• ELEMENTARY TEACHER'S EVALUATION FORM

NAME OF STUDENT _____ SCHOOL TUTORING IN _____

SCHOOL ATTENDING _____ SUPERVISING ELEM. TEACHER _____

COURSE TITLE _____ GRADE LEVEL TUTORING IN _____

COURSE TEACHER _____

NOTE: At the end of the student's tutoring activities, please complete and send this form to the course teacher for final determination of student's grade. Then, the high school course teacher will forward this form to the School Volunteer Program, School Code: A-1, Room 210.

1. Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Time In					
Time Out					

Nature of Activities: _____ Total Weekly Hours: _____

(Signature of Student) _____

To The Supervising Elementary Teacher:
Comments and Recommended Grade: _____

(Signature of Supervising Elementary Teacher) _____

• SCHOOL VOLUNTEER PROGRAM PROGRESS REPORT

SUBMITTED BY: _____ SCHOOL: _____

ATTENDANCE SUMMARY (By Volunteer Characteristics)

	Please Record Number of Volunteers	Black	Anglo	Spanish	Other	Vol.
REGULAR VOLUNTEERS (2+ hour per week)	Turn About Students					
	College Students					
	Parents & Community					
	Business/ Industry					
	Senior Citizens					
	Total					
OCCASIONAL VOLUNTEERS	Special Activities					
	Com. Resource Speakers					
	Total					

ATTENDANCE SUMMARY (By Placement)

	SCIRL K-1-2	MATH Systems	READING Systems	LISTENERS	OTHER
PLEASE RECORD TOTAL NUMBER OF VOLUNTEERS					

PLEASE RETURN THIS FORM TO THE VOLUNTEER SPECIALIST IN YOUR AREA OFFICE.

SOCIAL ENVIRONMENTAL EDUCATION* (SEE)

MODEL

Started 1977

Description: SEE trains high school students to instruct individually trainable mentally retarded students, ages 13-21, in specific life coping skills.

Location: Alexandria, Virginia

Sponsor: Alexandria Public Schools

Objectives:

1. Teach high school students facts and issues related to mental retardation and special education.
2. Teach students to instruct trainable youth in specific skills.
3. Synthesize students' learning experiences into cogent, meaningful case studies of the mentally retarded youth with whom they worked during the year.
4. Show positive behavioral change and measurable growth in specific skills being taught to mentally retarded youth.

Structure:

In 1977, one elective social studies class, Social Environmental Education, was expanded to a new field-site, the Alexandria Developmental Center. Presently, in the one-year elective course students are taught to instruct trainable youth in specific skills. The 11th and 12th grade students are taught facts and issues related to mental retardation and special education through a combination of traditional classroom lectures, seminars and experiential learning.

The major focus of the curriculum at the Developmental Center is very basic. For example, SEE students may teach color recognition, reading signs or how to function safely in the kitchen. Although the area of emphasis changes, depending on the needs of the mentally retarded youth, generally the curriculum teaches:

1. physical coordination;
2. self-care and social independence;
3. speech and language skills;
4. awareness and comprehension of the environment through experiences in solving every day problems;
5. adjustment to group situations and independent work;
6. vocational awareness and pre-vocational training.

With these skills, many of the center's students are able to live more productively and independently.

Implementation:

Instruction to high school students is given through the Social Environmental Education classes.

THE CLASSROOM TEACHERS:

1. organize, plan and conduct study units and seminars;
2. administer pre and post-tests;
3. assist in selection of clients for students;
4. help construct and score SEE students' exams;
5. observe students' performance at field site and participate in field trips;
6. help students develop case studies;
7. monitor students' lesson plans.

THE FIELD-SITE TEACHERS:

1. determine handicapped students' needs for instruction;
2. evaluate quarterly SEE students' work at the field site;
3. assist in obtaining and creating instructional materials;
4. interview handicapped students twice yearly;
5. ascertain handicapped students' progress throughout year.

THE SCHOOL PSYCHOLOGIST:

1. coordinates quarterly schedule of activities;
2. participates as a resource instructor for the SEE class;
3. consults with teachers;
4. collects and analyzes data from evaluations.

* During the 1981-82 school year the title is expected to be ***Survey of Human Services.***

THE PRINCIPAL OF THE CENTER:

1. organizes and conducts tours of field sites and other community resources for the mentally retarded;
2. coordinates transportation needs;
3. participates as a resource instructor for the SEE class;
4. consults with teachers.

Evaluation:

The knowledge gained by SEE students about mental retardation and related aspects of special education is measured by pre-and post-testing and from a written definition of mental retardation by the students. Students are expected to gain 15 points on the average on the final test score and correctly define mental retardation using the three major components of Grossman's definition.

The progress of mentally retarded youth is measured by the growth shown according to the strands on the BEHAVIORAL CHARACTERISTICS PROGRESSION. All students are expected to improve on at least one strand.

Classroom teachers, field-site teachers and SEE students are given the opportunity to evaluate the total program through questionnaires and dialogue throughout the year. Feedback from parents of all students is solicited.

Exhibits:

- INTERVIEW QUESTIONS FOR SELECTION OF SEE STUDENTS
- PRE/POST TEST FOR SEE STUDENTS
- SEE TEACHER'S EVALUATION OF PILOT PROGRAM
- BEHAVIORAL CHARACTERISTICS PROGRESSION
- STUDENT EVALUATION OF UNITS OF STUDY
- GROSSMAN'S DEFINITION OF MENTAL RETARDATION

EXHIBIT

- **INTERVIEW QUESTIONS FOR SELECTION OF SEE STUDENTS**

SUGGESTED QUESTIONS FOR FIELDSITE TEACHERS TO USE WHEN INTERVIEWING THEIR STUDENTS ABOUT THEIR PERCEPTIONS OF THE SEE STUDENTS*

1. What do you do with your friend _____, when he/she comes to the school?

2. What else would you like to do with _____ when he/she comes to the school?

3. Do you enjoy having _____ work with you? OR

What do you like to do most with _____?

4. Would you like _____ to come to school

to work with you more _____/less _____? Why?

*Questions subject to change for individual students.

• PRE-POST TEST

DO THIS ITEM FIRST

State in your own words what you think mental retardation is.

Name _____ Age _____

Briefly describe the nature of any contacts you have had with retarded persons.
(Example: relatives, friends, community persons, adults, children, etc.)

Do you have anyone in your family in the human services profession?
(Example: physician, nurse, social worker, psychologist, counselor, etc.)

☐ Yes ☐ No

If yes, what relationship _____ and what

profession _____ ?

What are your educational or vocational plans following high school?

TRUE OR FALSE

DIRECTIONS: Please select the answer which you feel best answers the questions.

T F 1. Many mentally retarded persons can be trained to be effective, self-supporting citizens.
T F 2. Epilepsy can be considered a form of mental retardation.
T F 3. A mentally retarded person cannot understand social responsibilities such as marriage, property, etc.
T F 4. Most retarded individuals are not diagnosed until they are in school.
T F 5. Although there is a reason behind all normal behavior, abnormal behavior occurs for no reason at all.
T F 6. Retarded persons with similar intelligence are very much alike in other aspects.
T F 7. Cerebral palsy is related to mental retardation.
T F 8. Emotional tension causes retardation in children.
T F 9. The mentally retarded do not show their feelings.
T F 10. Family life is an important aspect of an individual's development.
T F 11. The mentally retarded mother is incapable of caring for her children.
T F 12. It is very difficult to hurt the feelings of a person who is severely retarded.
T F 13. If all the mentally retarded were sterilized, then the problem of mental retardation would be solved.
T F 14. Autism and mental retardation are the same.
T F 15. There are some people who cannot learn because they are so severely handicapped.
T F 16. The physical appearance, particularly the eyes, identify the severely handicapped.
T F 17. Special education is available to all handicapped children.
T F 18. Mental retardation and mental illness are very similar.
T F 19. Mental retardation may be caused by a lack of environmental stimulation.
T F 20. Many people are labeled as being mentally retarded when they are not.
T F 21. A person who learns slower than others will remember more than those who learn faster.
T F 22. A person's attitude toward a mentally retarded person is as important as the skills he brings.
T F 23. An institution is the best placement for the mentally retarded.
T F 24. A person with a mental age of 2 often acts like a 2-year old.
T F 25. Mental retardation can be cured by modern science.

MULTIPLE CHOICE: Please circle the correct answer.

1. An individual's behavior is:
   a. developed by age 5 so that efforts to change after that age are unrealistic.
   b. is best described in terms of observable behavior.
   c. is not shown if the person is severely retarded.
   d. all of the above.

2. Which is not generally true of the mentally retarded:
   a. insensitivity to others.
   b. short attention span.
   c. frequent accompanying handicaps.
   d. intellectual subnormality.

3. At the present time, regarding heredity and environment:
   a. heredity determines behavior.
   b. environment determines behavior.
   c. both influence behavior.
   d. there is no relationship.
4. The behaviors exhibited by brain-damaged children are usually:
   a. based entirely on the area of injury.
   b. influenced by the environment as well as the nature and extent of the injury.
   c. the same in all brain-damaged children.
   d. cannot be changed.
5. In a community setting, the most important persons as a model for the retarded persons are the:
   a. teachers.
   b. family members.
   c. peers.
   d. all of the above.
6. When a retarded child fails at a task, it usually means:
   a. it was too difficult.
   b. the child did not know how to do it.
   c. the designer of the task made a mistake.
   d. the task should be dropped.
7. The "team approach" in working with the mentally retarded suggests that:
   a. people stick together.
   b. all members of the professional staff contribute to the person's welfare.
   c. everybody is valuable in the community.
   d. individual attention is harmful.
8. Of most importance in any education program for the retarded is:
   a. commitment.
   b. coordination.
   c. compromise.
   d. subordination.
9. Prejudices are:
   a. inherited.
   b. learned.
   c. developed during childhood.
   d. developed after age 6.
10. When meeting a retarded person for the first time, one:
    a. should be friendly and try to make the person feel at home.
    b. exercise caution and be on guard for inappropriate behavior.
    c. avoid direct physical contact.
    d. none of the above.
11. The basic drives of the mentally retarded person are:
    a. essentially the same as yours and mine.
    b. less intense than yours and mine.
    c. more intense than yours and mine.
    d. unknown.
12. Mental retardation and brain damage:
    a. are the same.
    b. a mentally retarded person is brain damaged.
    c. a brain-damaged person may be mentally retarded.
    d. all of the above.
13. Physicians usually make an early diagnosis of which of these levels of mental retardation:
    a. moderate.
    b. borderline.
    c. profound.
    d. mild.
14. When dealing with retarded individuals, one must:
    a. be firm, but loving.
    b. be consistent.
    c. be understanding.
    d. all of the above.
15. Most of the people who are severely mentally retarded can be found:
    a. in institutions.
    b. in public schools.
    c. in sheltered workshops.
    d. in the home with no services available.
16. The concept of individual differences is:
    a. applicable to the mentally retarded.
    b. not applicable to the mentally retarded.
    c. only appropriate when talking about young children.
    d. of limited value.
17. Increased services for the mentally retarded have been brought about through:
    a. pressure of parent groups.
    b. American Medical Association.
    c. the public schools.
    d. legislation at the state level.
18. The known causes of mental retardation account for approximately:
    a. 10% of the cases.
    b. 25% of the cases.
    c. 50% of the cases.
    d. 90% of the cases.
19. Labels and definitions are:
    a. self-fulfilling prophecies.
    b. very useful.
    c. used to exclude people from jobs.
    d. harmful.
20. Mental retardation is concerned mainly with:
    a. present performance.
    b. future performance.
    c. past performance.
    d. none of the above.
21. Retardation refers to:
    a. intelligence.
    b. behavior.
    c. functional ability.
    d. all of the above.
22. Emerging philosophy in community living for the retarded is:
    a. emphasizing the role of the institution.
    b. emphasizing the total system of service within the community.
    c. deemphasizing the total system of service within the community.
    d. emphasizing the need for more residential centers due to the increase in the population.
23. I.Q. scores can be described as:
    a. indicators of potential.
    b. indicators of present abilities.
    c. unchanging.
    d. meaningless.
24. The intellectually average person has a measured I.Q. in the range of:
    a. 75-90.
    b. 90-110.
    c. 100-110.
    d. 110-120.
25. The social worker is useful when:
    a. talking with the parents.
    b. the community is involved.
    c. the team concept is used.
    d. all of the above.

SEE 25

EXHIBIT

• SEE TEACHER'S EVALUATION OF PILOT PROGRAM

MEMO TO: SEE Teachers

RE: Evaluation of pilot program with SEE/ADC Students

NOW! This is your turn to evaluate the program! Please find the time to take a few minutes out of your busy schedule to respond to these questions. We have conferred over the course of the year and will interact with you and the students at the conclusion of the course. However, when we present the results of the pilot program to our superiors, your candid evaluations will be most important. PLEASE RETURN these evaluations by May 31, 1978. Thank you.

1. From your viewpoint, what were some positive and negative aspects of the sequence of training (our subject areas, your seminars, the 1 to 1 instruction at the Center, and the supervision of the SEE Students at the Center) for the SEE students?

2. What do you consider to be the most important effects of the training sequence on the SEE Students? Why?

3. How do these effects differ from the effects of the experiences of the SEE students who worked with eighth graders? When thinking about this, please consider responsibility, motivation, attendance, etc., among other behaviors of your choice.

4. Do you want to participate in this program next year? _____ If YES, what basic changes would you recommend to improve the program? If No, please explain why.

5. Other comments, please:

Please rate each of your SEE students in the following areas by using a 1, 2, or 3.

1 = above average; 2 = average; 3 = below average.
Also add comments where appropriate.

_____1. Reliability. Does student attend with regularity?

_____2. Interaction with Developmental Center students.

_____3. Following directions of Developmental Center teachers.

_____4. Resourcefulness. Does student use initiative in doing things? Is he/she able to come up with ideas, materials, etc., on his/her own?

COMMENTS:

EXHIBIT

• BEHAVIORAL CHARACTERISTICS PROGRESSION

NAME _____

TEACHER _____

SCHOOL _____

KITCHEN SKILLS

1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0
Evidences desire to help another cook or prepare food.	Scrapes and rinses dishes.	Measures detergent for soapy hot water.	Washes dishes with another person.	Washes dishes alone.	Dries dishes or arranges dishes in proper places in drying rack.	Puts dishes away in proper places.	Cleans up kitchen (dishes, cleans table, kitchen area).
9.0	**10.0**	**11.0**	**12.0**	**13.0**	**14.0**	**15.0**	**16.0**
Cleans sink.	Cleans stove.	Cleans refrigerator.	Cleans cupboards. Cleans drawers.	Sweeps floors.	Uses common available kitchen utensils (e.g., knives, spoons, etc.).	Cleans produce.	Cuts food into large pieces when preparing food for meals.
17.0	**18.0**	**19.0**	**20.0**	**21.0**	**22.0**	**23.0**	**24.0**
Peels and grates food for meals.	Shells and dices foods.	Identifies different foods (meats, fish, fruits, dairy, cereal grains, vegetables).	Stirs food without spilling.	Carries filled container without spilling.	Obtains ingredients for recipe when told or shown what they are.	Carries out operations called for in recipe when operations are explained & demonstrated.	Follows recipe with supervision.
25.0	**26.0**	**27.0**	**28.0**	**29.0**	**30.0**	**31.0**	**32.0**
Uses standard solid and liquid measures (cups, teaspoons, etc.).	Tells when a unit of time has passed; sets oven timer.	Sets oven/ burners to given temperature.	Regulates heat of oven/ burners as cooking progresses.	Uses pot holders to put items in oven or remove them.	Uses available kitchen appliances (e.g., can opener, egg beater, blender, toaster, etc.).	Follows oral recipe (prepares and cooks). Follows written recipe.	Compiles shopping list from recipe(s).
33.0	**34.0**	**35.0**	**36.0**	**37.0**	**38.0**	**39.0**	**40.0**
Compiles shopping-list from items missing from home stock.	Determines approximate amount of money required for amount of food to be bought.	Picks food off shelves in store using shopping list for choices.	Pays for food. Determines correct amount of change (if any) to be received.	Places food in home refrigerator/freezer that was in store's refrigerator/freezer.	Places opened food in refrigerator.	Places appropriate foods in refrigerator or on shelves.	Chooses food for a simple meal; plans a simple menu.
41.0	**42.0**	**43.0**	**44.0**	**45.0**	**46.0**	**47.0**	**48.0**
Plans simple menus for entire day's meals.	Prepares simple meals from previously prepared menus.	Prepares meal which includes complex dish requiring multiple steps (e.g., cookies).	Cleans up kitchen after preparing food (includes returning ingredients to shelves).	Identifies four basic food groups.	Places dishes/ glasses on the table.	Places silver on the table.	Places tablecloth or placemats on table. Places napkins at each place.
49.0	**50.0**						
Sets entire table by self.	Serves food by self.						

Identifying Behaviors

☐ Washes dishes ineffectively ☐ Puts dishes away in wrong places ☐ Neglects cleaning of kitchen and appliances ☐ Spills while stirring, carrying liquids ☐ Burns food ☐ Burns self when removing food from oven ☐ Needs help in preparing shopping list, selecting food items ☐ Has difficulty reading and following menus ☐ Neglects to refrigerate frozen foods ☐ Neglects to set table completely

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SEE 27

EXHIBIT

• STUDENT EVALUATION OF UNITS OF STUDY

Name: _____

Subject Area: _____ Date: _____

This evaluation is to help the teacher make this course more meaningful for you. At the end of each subject area, complete this form and return it directly to the teacher. After each statement, circle the number using the following code: 1 = agree very much; 2 = agree; 3 = disagree; 4 = disagree very much; 5 = did not apply to this class. Also, write any brief comments that come to mind.

						COMMENTS
1. The subject area was presented in a clear and concise manner.	1	2	3	4	5	
2. The class was organized and conducted in a way that helped me learn new information.	1	2	3	4	5	
3. The teacher(s)(and/or guest participant) showed an understanding of the subject.	1	2	3	4	5	
4. The teacher(s) (and/or guest participant) helped to make the subject interesting and showed enthusiasm for the subject.	1	2	3	4	5	
5. Time was allowed for students, including me, to ask questions and have them answered.	1	2	3	4	5	
6. The materials used helped me understand what was being taught.	1	2	3	4	5	
7. Activities suggested by the teacher(s) seem likely to help me in my work with the trainable student.	1	2	3	4	5	
8. I have a better idea of how to work with the trainable student as a result of the subject taught.	1	2	3	4	5	

EXHIBIT

• GROSSMAN'S DEFINITION OF MENTAL RETARDATION:

"Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period."

OTHER IDEAS FOR PEER/CROSS-AGE TUTORING PROGRAMS

- In a peer tutoring study hall at Hancock Junior High School in Zanesville, Ohio, students who are failing in a subject receive individual help from their classmates. Tutoring takes place in study halls, supervised by parent volunteers, during six periods on Wednesdays and two on Thursdays. Volunteers are recruited and trained by the city's volunteer coordinator and the school principal. A similar program at the school, a few years ago, was so successful that no ninth graders were retained. . . all were graduated and went on to Zanesville High School.

- When the district volunteer coordinator for the St. Johns County, Florida, school board encountered difficulties recruiting adult volunteer tutors to work at the elementary level, she turned to cross-age tutors from the high school. The sixteen tutors volunteered one period a day, Monday through Thursday; on Friday, they met with their high school teacher coordinator.

- High school students, coached by undergraduates from California State University, tutor younger children. The college student trainers are former tutors and have training from a reading specialist. College trainers most interested in the work are given further training in handling small-group interaction and problem solving. Then they go to the high schools to conduct seminars in which they prepare the teenagers to tutor children.

- Twelve students at Orem High School in Orem, Utah, who have completed at least one biology or chemistry course, attend a one-credit class called "Instructional Teacher's Aide." When an elementary school teacher requests an aide, the high school student's schedule is rearranged to free him/her to spend time with the elementary school class. An aide might prepare and give a 45-minute lesson on electrical conductivity, teach a freshwater ecology unit or instruct a unit on winter plant and animal adaptation, for example. The length of time spent with a class determines the amount of elective or science credit earned.

- Cross-age teaching is one of the activities of the Dos Pueblos High School archaeology course in Goleta, California. Each week, laden with shovels, tape measures, and rocks, high school archaeologists ride double on bicycles to the elementary school. One unit they teach describes man's relationship to his environment. The tutors divide their class into three groups: primitive hunters, primitive cooks, and primitive buriers. The groups work separately and secretly to make the tools they need for their trades. Each group digs a hole in the school lawn and buries its handmade artifacts at various levels. Groups switch "excavations" and try to solve the puzzle of what kind of people left these utensils and how they made and used them. The teacher of the high school archaeology course believes that by teaching, his students gain an opportunity to apply and thereby make sense of the facts they learn in school.

- In Trenton, New Jersey, neighborhood Youth Corps enrollees tutor children between the ages of five and thirteen, one-to-one, in reading and math. Both tutors and tutees are bilingual.

PEER COUNSELING

In peer counseling programs, young people acquire communication and counseling skills and use them to interact in helping relationships with their peers. In these programs, they share serious problems as well as personal anxieties about school and family and the everyday worries of normal adolescence. Student peer counselors can help drug abusers, pre-delinquent students, drop-outs, truants and students who have been physically or mentally abused.

In a successful peer counseling program, the purpose must be clearly decided before a training curriculum is developed or students are recruited. This makes it possible for the school community — superintendent, principal, counselors, parents, classroom teachers, psychologists and PTA groups — to give their necessary support to the project and to help enlist the understanding and cooperation of the community at large.

Each project, regardless of the form it takes, should have a project coordinator with responsibility for initiation and administration. After students are recruited and trained, those to be counseled must be identified and students working on counseling assignments must be supervised. Many programs require leadership training courses for all adults who serve as leaders.

In one program, peer counselors are given a pre- and post-training Coopersmith Self-Esteem Inventory to assess the effect of training on their self-esteem. The trainer also makes pre- and post-assessments of skills taught in the course, using a scale developed by the coordinator. Students in training groups write an evaluation of their individual progress of the training.

Networking is extremely important in these programs. Possibilities for interaction between the school and the community are as near as the local mental health centers, hospitals, Planned Parenthood offices and legal aid societies.

Programs go forward in a variety of ways. Students may approach peer counselors on their own initiative or peer counselors, who are sensitive to fellow students, may approach them. Counselors meet with students who need to be helped whenever it is mutually convenient — after school, during lunch or during a free period.

In one school with a peer counseling program, parents of student counselors uniformly agreed that they found their children easier to talk with and asked that a similar course be offered to them. One mother remarked that her daughter was much more patient with her younger brothers and sisters, and with her, after the peer counseling.

THE PALO ALTO PEER COUNSELING PROGRAM

MODEL

Started 1970

Description: The Palo Alto Peer Counseling Program recruits and trains potential students from grades 7-12, to serve as counselors for other students who are in need of someone to care.

Location: Palo Alto, California

Sponsor: Palo Alto Unified School District

Objectives:

1. Prepare high school students to help peers who may be lonely, isolated or handicapped.
2. Provide guidance for those taking training to cope with their own lives.

Structure:

The Palo Alto Peer Counseling Program began as a Federally funded project in 1970. It evolved as a result of the heavy counseling load which burdened adult counselors and the expressed need for counseling by many high school students. When funds were discontinued in 1975, parents asked the superintendent of the school district to continue the program which is now supported by district funds.

All students in grades 7-12 are invited to participate in 18 hours of small group training sessions or in an elective class lasting one semester. Students are trained in three basic areas:

1. communication and counseling skills;
2. application of these skills to specific problems;
3. ethics and strategies of counseling.

After completing the training students decide if they want to continue in the counseling program.

Students who elect to continue are assigned to a practicum group which meets once a week after school. The practicum provides a referral system to match-up students with counseling assignments, a support system for supervision of assignments, and follow-up training in new counseling techniques.

A student may receive a formal assignment which is requested on a standard form by a teacher or counselor. Informal assignments are established when peer counselors are approached by students seeking help.

Implementation:

Setting up a peer counseling program can be easy and inexpensive. However, there are basic elements necessary to insure a successful program.

1. ESTABLISH GOALS: The needs of the student population must be assessed in order to determine which goals must be established. For example, are the students needing help: drug-abusers, pre-delinquents or dropouts? Once the purpose of the program is clear, the type, content and length of the training can be defined, number and type of students to be recruited, as well as the procedure for recruiting.
2. GAIN SUPPORT: It is critical that all adult support groups are involved in the planning process. This includes superintendent, principals, counselors, psychologists, teachers and parents.
3. IDENTIFY PERSONNEL: A project leader assumes the responsibility for initiating and administering the program. Adult volunteers, selected and trained by the program leader, are the first source of support for the peer counselors and serve as practicum and training leaders.
4. DEVELOP A TRAINING CURRICULUM: Once the needs of the students are assessed the appropriate curriculum can be selected and adapted from existing materials and programs.
5. TRAIN STUDENTS: Counseling sessions can take place during or after school, for or without school credit It has been found that counseling sessions which take place after school without credit prove to be a good method for determining the student's commitment. The ideal size for a training group is between eight and twelve students. Adult leaders provide continuing guidance for the peer counselor and his client. Peer counselors are also supplied with a list of people and agencies for special support services. They are taught how and when to use these outside resources.

Evaluation:

The evaluation of the peer counseling program is determined at two levels:

1. the effects on peer counselors and their level of commitment;
2. quality of help the client received in order to solve his/her problems.

The Coopersmith Self-Esteem Inventory is given to peer counselors as a pre- and post-test. The trainer com-

pletes a skills assessment list on each peer counselor as well. The students are asked to write an evaluation of their own progress and the training. Adults requesting peer counselors are asked to evaluate the counselor's personality, manner, skill and changes in the client. Suggestions for improvements are always welcome.

Exhibits:

- PEER COUNSELING ASSIGNMENT INFORMATION
- OUTLINE OF SMALL GROUP TRAINING SESSION
- SKILLS ASSESSMENT LIST FOR PEER COUNSELORS (SAMPLE)
- EVALUATION OF PEER COUNSELING INTERVENTION
- REFERRAL/SUPERVISOR EVALUATION OF PEER COUNSELING INTERVENTION

• PEER COUNSELING ASSIGNMENT INFORMATION

Name _____ Grade _____ School _____

When did you take the peer counseling training? _____ (Year in school or dates)

Have you had an assignment before? ☐ Yes ☐ No If yes, what kind(s)?

How much time will you have available this coming year to give to Peer Counseling per week?

Would you rather ☐ Take an assignment in your own school? or
☐ Take an assignment in another school? ☐ If another school, which one(s)?

What type of an assignment would you like? ☐ Counseling one-to-one
☐ Tutoring ☐ Working with foreign students ☐ Working with physically or mentally handicapped
☐ Helping out with a counseling group ☐ Helping with research connected with Peer Counseling

Sometimes it is important to know the interests of peer counselors in matching them with assignments. Check any of the following which are interests of yours.

☐ Sports ☐ Crafts ☐ Art ☐ Music ☐ Books
☐ Religious beliefs ☐ Drama ☐ Student involvement in social action

Some peer counselors have requested working with students in classes of teachers they feel could be helpful to them in doing their counseling. What teachers would you feel you would enjoy working with in this capacity in this school or some other school?

We will be doing a research study on the atmosphere and climate of your school in conjunction with the Director of Research and Human Service Team members. We are interested in having some Peer Counselors help with the study. Would you be interested in taking such an assignment? ☐ Yes ☐ No

Please suggest any teachers/counselors/administrators whom you feel would make effective adult leaders for Peer Counseling training groups.

Perhaps you know of some friends or acquaintances who you feel would be effective peer counselors, or who would enjoy taking the training. Would you indicate any such students so we could contact them?

Please add any suggestions or desires you might have to improve our Peer Counseling program or to satisfy some of your interests as you participate.

People to contact for more information:

• OUTLINE OF SMALL GROUP TRAINING SESSION*

SESSION 1. *LEARNING TO BE SOCIALLY CONFIDENT*

SKILL DEVELOPMENT:

1. To be comfortable with members of the training group.
2. To learn to show others you are interested in them, in social situations.
3. To handle nervousness in conversations.
4. To know how to initiate a conversation effectively.
5. To learn what to do with silences in conversations.

LEARNING ACTIVITY:

1. Introducing oneself to the training group.
2. Talking to another member of the group for a ten-minute period.
3. Experiencing leaders' observations.
4. Discussing confidentiality.

HOMEWORK ASSIGNMENT:

Approaching a stranger sometime during the next week and practicing starting a conservation.

* The program developed by Palo Alto is available at minimum cost.

• SKILLS ASSESSMENT LIST FOR PEER COUNSELORS (SAMPLE)

PALO ALTO UNIFIED SCHOOL DISTRICT DEPARTMENT OF RESEARCH AND EVALUATION
REPORT ON THE EFFECTS OF THE PEER COUNSELOR TRAINING PROGRAM AND PRACTICUM by Brian L. McCauley, Ph.D.

This study is an assessment of the effect which the Peer Counselor Training Program and Practicum Training Program had on students during the 1972-73 academic year in Palo Alto Unified School District. The Peer Counselor Training Program is designed to help prospective peer counselors acquire the skills necessary to assist counselees. The Practicum Training Program is aimed at helping students currently serving as peer counselors to sharpen and maintain the skills they acquired in the peer counselor training program. Thus, both programs are developed to impart basically the same skills to students. The main abilities taught are:

1. Ability to approach a stranger and engage in constructive conservation.
2. Ability to listen to another, including non-verbal communication.
3. Ability to observe and evaluate the behaviors of others.
4. Ability to talk with another about personal problems and feelings.
5. Ability to utilize decision-making counseling in dealing with: personal problems, family problems, health problems, school problems and peer relations planning.
6. Ability to develop alternative actions when faced with a problem.
7. Ability to apply interpersonal skills to the initiation of a first meeting with student needing help.
8. Ability to develop observational skills in order to distinguish abnormal from normal behavior and identify behaviors related to differences from drug problems, feelings of isolation, extreme nervous habits.
9. Ability to utilize referral resources as a source of help to students.
10. Ability to demonstate an awareness of the ethics and strategies of counseling.*

Supervisor-trainers filled out questionnaires at the beginning and end of both training programs. The same questionnaires were used to measure the effects of both programs. The pre-test questionnaires, designed for administration before the beginning of the training program and practicum, were short and asked general questions because the supervisors were not yet very familiar with their trainees. The second questionnaire, or post-test, was much more detailed since supervisors had by that time met with their trainees for twelve training sessions, and were therfore expected to be much more familiar with the skills of their students. Both questionnaires focused on the same skills, but at different levels of specification. In general, supervisors' ratings showed that students improved their skills in both the training program and in the practicum during the period of instruction.

By the time supervisors had made post-test ratings for students skills, and even at the time of the pre-test in some cases, the general level of student skills was reported to be quite high. For both training program and practicum groups the mean student scores before entering programs were in the "Average to Good" range. By the end of training the mean scores were in the "Good to Very Good" range.

Training Program: General Results

Ninety pre-test students, and 153 post-test students were rated in the training program. For both the pre-test and the post-test a mean was calculated for each of the items, and a mean of the means was then determined. The mean of the pre-test item mean scores was 4.631, and the mean of the post-test mean scores was 5.467. The difference between these two means was statistically significant at the .01 level of confidence or better. The T statistic was 25.2568 for this difference between the means. This means that taking the skills in both questionnaires as a whole, supervisors gave significantly higher overall skill ratings to students on the post-test than they did on the pre-test.

Practicum Training Program: General Results

Twenty-one pre-test and 42 post-test students were rated in the Practicum Training Program. Using the statistical procedure described in the previous paragraph the mean of the pre-test means was 5.1 and the mean of the post-test means was 5.496. This difference was significant at the .01 level of confidence or better. The T statistic was 6.7925. Again, taking the skills in each questionnaire as a unit, supervisor responses showed the over-all post-test skills of their trainees were rated significantly higher than were their pre-test skills.

Specific Skills Acquired by Trainees

More specifically, what skills were acquired by the trainees in the Peer Counselor Training Program and Practicum?

* Peer Counselor Training Manual, p. 1.

EXHIBIT

• EVALUATION OF PEER COUNSELING INTERVENTION

Individual Assignment
Elementary

Date_____

1. Name of Supervisor: _____
2. Name of Peer Counselor: _____
3. Name of the Counselee: _____
4. Description of the Assignment: _____
5. How many hours per week did the Peer Counselor work with the counselee: _____ Total No. of Weeks _____
6. General change in the counselee with respect to the stated problem: (circle appropriate number)

   No Improvement 1 2 3 4 5 6 7 Much improvement

   Specific comments:

7. Specific changes noted in the counselee: where it applies, mark a B for behaviors noted before the intervention of the Peer Counselor and mark an A for behaviors observed after the intervention of the Peer Counselor on a scale of 1-7. 1 being poor (highly noticeable negative behavior) and 7 being good (total absence of these behaviors).

   EXAMPLE: Poor 1 2 3 4 5 6 7 Good
   disrupts class B A
   Poor 1 2 3 4 5 6 7 Good

   Check if applicable, then rate:

   ☐ Lacks study skills _____
   ☐ Disrupts class _____
   ☐ Fights or quarrels with other students _____
   ☐ Demonstrates unhappiness or depression _____
   ☐ Has to be coaxed or induced to work and/or play with the other students _____
   ☐ Appears to be rejected by his/her peer group _____
   ☐ Rebellious toward authority _____
   ☐ Lacks coordination in physical activities _____
   ☐ School attendance _____

8. Counselee's Attitudes - Before and After (Mark B and A as in No. 7):

   Poor 1 2 3 4 5 6 7 Good

   Check if applicable, then rate:

   ☐ Apathetic _____ Caring
   ☐ Withdrawn _____ Outgoing
   ☐ Excitable _____ Calm
   ☐ Sad _____ Happy
   ☐ Uncooperative _____ Cooperative
   ☐ Moody _____ Even-tempered
   ☐ Suspicious _____ Trusting
   ☐ Aloof _____ Friendly
   ☐ Insecure _____ Confident
   ☐ Distracted _____ Attentive

9. Relationship between peer counselor and counselee:

   Distant 1 2 3 4 5 6 7 Very warm

10. (a)Do you plan to requst a peer counselor again? Yes _____ No ____
    (b) If No, please explain:

11. Do you have any suggestions or recommendations for the Peer Counseling Program?

* If you would like to request a peer counselor at this time or for the next school year, please call Extension 4278 and have your name put on our requestor's list.

- **REFERRAL/SUPERVISOR EVALUATION OF PEER COUNSELING INTERVENTION**

1. Name of Counselee _____ Date _____
2. Time seen - Hours/week _____ No. of weeks _____ 3. General outcome with respect to stated problem:
4. Particular effects or changes noted in the Counselee:
   Behaviors—Before and After (Mark *B* for "Before" and *A* for "After" on each relevant rating line).

	1	2	3	4	5	6	7	8	9	10
Acts hyperactively.										
Acts obstinately.										
Acts impulsively.										
Disrupts class.										
Fights or quarrels with other students.										
Demonstrates unhappiness or depression.										
Has to be coaxed or induced to work and/or play with other students.										
Becomes sick when faced with problems.										

Attitudes—Before and After (Mark *B* and *A* as above).

	1	2	3	4	5	6	7	8	9	10	
Cold											Warm
Apathetic											Active
Angry											Approving
Withdrawn											Outgoing
Calm											Excitable
Sad											Happy
Uncooperative											Cooperative
Moody											Even-tempered
Suspicious											Trusting
Aloof											Friendly
Frightened											Confident
Distracted											Attentive

5. Relationship between counselor and counselee. Distant 1 2 3 4 5 6 7 8 9 10 Very Warm and friendly
6. Would you request a peer counselor again? _____
7. Do you have any suggestions or recommendations about the Peer Counseling Program or procedures?

OTHER IDEAS FOR PEER COUNSELING PROGRAMS

- Students at Woodson High School, in Washington, D.C., are participating in a peer counseling program sponsored by Planned Parenthood. Planned Parenthood recruites 10th-12th graders through fliers, posters, and faculty and student referrals. Students attend ten Saturday training sessions which prepare them to work in the school and community. The student counselors lead school discussion sessions, act as aides, speak to community groups and do outreach work for their peers.

- In the Greensburg School District in Hartsdale, New York, a special "rap room" is set aside for students who need to come in and talk about specific problems. A school psychologist is on hand as well as students who have received special training in peer counseling.

- Nearly 40 youths in Cambridge-Somerville, Massachusetts, are leading seminars for other students who want to learn about alcohol in a Program for Alcoholism Rehabilitation (CASPAR). Sessions are also held for students whose parents are alcoholic. Recruits receive 15 weeks of training, including weekly after-school sessions and an all-day retreat one weekend. When students feel secure, they plan and organize on-going alcohol workshops, recruiting participants from annual student surveys. Some have led workshops for Alateen groups, others for driver education classes. In the summer, students conduct workshops at day camps, train summer youth employment program counselors and work on developing alcohol education materials.

- The Peer Counseling Class of Martin County High School, important element in the school's successful Newcomers Club, formed to help new students get acquainted with and involved in an unfamiliar school and community. Peer counselors meet with newcomers as often as necessary, listening to negative feelings about the school and discussing problems with adjusting to a new environment. The Newcomers Club, sponsored by the volunteer coordinator, meets the first half of all lunch periods on Tuesdays. Every new student is sent a "command performance" invitations so that all are given the chance to attend at least once. A nucleus of enthusiastic student "transplants" and adult volunteers continue to expand the club's work.

- In Ossining, New York, students are trained in behavior control methods to help fellow students break destructive habits like smoking and overeating.

PEER LEADERSHIP

In Peer Leadership programs, groups of students work with teachers and administrators on problems which affect the atmosphere and effectiveness of a school.

In schools where violence and vandalism have become major problems, student volunteers can help keep the peace, air grievances, control rumors, and reduce incidence of assault and intimidation in the school. With training in communication, listening, conflict management and group leadership, they may also help with:

- controlling crowds at athletic and social events,
- making student government more responsive to the student body and administration,
- improving race relations in schools preparing for integration.

Peer leadership programs bring students together and encourage them to identify problems and develop practical solutions. Students involved in this kind of volunteer work quickly learn the importance of investigating issues objectively and coherently stating their views. They become valued members of the educational team and at the same time enhance and sharpen their own interpersonal relation's skills.

STUDENT INVOLVEMENT PROJECT

MODEL

Started 1975

Description: The Student Involvement Project is part of the Open Road Program. It trains high school students to identify and solve problems which arise in their school.

Location: Santa Barbara, Los Angeles, San Francisco, California

Sponsor: Citizens Policy Center

Objectives:

1. Encourage students to find ways of solving conflicts in their schools.
2. Teach students the skills needed to make their decisions work.

Structure:

In 1976 trained workers from the Open Road Program, a non-profit organization, were invited into several high schools to help students solve school problems which teachers and administrators alone were unable to handle. Students were taught to identify problems and develop practical solutions which they would submit to the administration.

The problems students have dealt with, include:

- rumor control,
- protection of students from assaults and intimidation within the school,
- student codes of ethics and responsibilities,
- upgrading student governments to make them more responsive,
- crowd control at athletic and social events,
- improvement in guidance and counseling,
- development of leadership training courses,
- improvement of race relations in schools preparing for integration.

Implementation:

Student Involvement Project seeks to involve the natural leaders which merge from the student body. This is done through informal interviews with students, faculty members, school administrators and other school personnel. These students are asked to attend a Student Involvement meeting with their own list of problems.

Once common problems are identified the sanctions of the faculty and administration are needed to give students the leeway to solve identified problems. The Open Road's workers train students in the following skill areas:

- communication and listening,
- conflict management,
- leading group discussions,
- setting short-term goals as parts of long-term goals.

When students are given the responsibility of solving their own problems, they learn the value of self-discipline and team work which carry on throughout their adult lives.

Evaluation:

After two years in operation the incidents of violence and vandalism within schools involved in the Student Involvement Project had decreased. Funds from private sources were renewed in order to continue the project.

Exhibit:

- OPEN ROAD SCHOOL PROBLEM CHECKLIST

• OPEN ROAD SCHOOL PROBLEM CHECKLIST

To the Student:
This questionnaire is designed to help identify the problems that students believe are the major ones at this school. Your honest ratings would be greatly appreciated.

For each of the problems listed below decide how serious you think the problem is at this school and circle the appropriate letter on your answer sheet.

Problem	Degree of Problem		
	Major Problem	Minor Problem	No Problem
1. Lack of student interest in participating in school activities.	A	B	C
2. Lack of student knowledge on how to change school rules and procedures.	A	B	C
3. Non-acceptance of people from different racial groups.	A	B	C
4. Too few clubs and organizations in which students can get involved in a positive way.	A	B	C
5. Students not following school rules and regulations.	A	B	C
6. Students not feeling good about themselves.	A	B	C
7. Violence (attacks on students and teachers).	A	B	C
8. Destruction of school and personal property.	A	B	C
9. Drug abuse (alcohol included).	A	B	C
10. Unfair school rules.	A	B	C
11. Not enough interesting classes.	A	B	C
12. Lack of parent interest in the school.	A	B	C
13. Some of the different races don't get along.	A	B	C
14. Students don't think school is important.	A	B	C
15. Teachers don't understand student problems.	A	B	C

OTHER IDEAS FOR PEER LEADERSHIP PROGRAMS

- In Wichita, Kansas, East High School's Peer Leadership Program was the response to tension and hostility in the racially troubled school. On Halloween, 1974, the lights went out in the school; the rash of muggings, thefts, and fights jolted the school administration, which went to the community for help.

  Eli Lilly Foundation supported the first year of the Peer Leadership Program with a $50,000. grant. Initially, participants in the credit course were identified from all segments of the school population by students, teachers, school security and police on the beat. Two teams of language arts and social studies teachers taught the two sections of the course, which consisted of street law, values clarification, counseling techniques and leadership training. Due to the diversity of students, conventional grading was de-emphasized. Classes have served both as a training ground and a forum where teachers and counselors can hear student problems and grievances.

  Students use their new skills to mediate student disputes, dispel false rumors, promote better understanding of school policies and prevent small incidents from turning into major problems. School records show a marked drop in violence and absenteeism after the course began. Although the course is no longer team-taught and has only one section, faculty and administration continue to credit it with maintaining an improved learning atmosphere in the school.

- IS BEER A FOUR-LETTER WORD? is a book of twelve youth leadership project ideas published by the National Institute on Alcohol Abuse and Alcoholism. Suggested activities include:
  - — Students get local disc jockeys to play public service announcements which raise issues about alcohol abuse and persuade their audiences to re-examine their drinking attitudes.
  - — Students set up a mock trial for someone they pretend has been arrested for drunk driving or public drunkeness. The trial serves as a way to debate the issues of alcohol use and also teaches something about state alcohol laws and the legal process in general.
  - — Students create and run a "sober" disco where teens can gather at night and on weekends in an alcohol-free environment. To succeed, the project requires the right location, adequate supervision, appropriate hours and sufficient financial backing. Adult support is crucial.

CHAPTER III

Adults Working With Older Students

Unlike a generation ago, when most volunteers were parents, today's adult volunteers come from many segments of the community. They are parents, grandparents, people who live near the school, or college students who earn academic credit for their volunteer work. Some are retired business executives who want to stay involved and who enjoy helping teenagers learn. Others are employees of nearby businesses and industries who get released time during the work day to go into the schools. These volunteers help as classroom assistants and work in libraries. Many tutor students individually. They work with handicapped students, those with specific learning problems, and with high achievers who thrive on additional challenges. Middle and secondary schools also provide volunteer opportunities in extracurricular activities, school clubs, evening academic skills clinics and career fairs, to name just a few. Wherever an extra hand or listening ear is needed, there is a place for the adult with a desire to help.

The volunteers who come to school regularly, for two or four hours a week, provide a magic ingredient in the classes where they work. In home economics classes they give individual help to students who are having trouble with a recipe or a sewing pattern. In foreign language they may lead discussion or conversation groups and help students with their accents or vocabulary. In the music and band classes they are in a position to give one-to-one attention to the oboe players or the flutist who wouldn't get that attention otherwise. Sometimes they work with small groups having the same difficulties in math or English. Everyone benefits from this kind of community involvement.

In one school, an 89 year old veteran of the Polish revolutions rides his bike to school each day to tutor small groups of students in German and talk with students in world history classes about Europe in the early 1900's. He says, "It is tremendously satisfying to me to help teenagers and contribute toward their growth as young adults. It is the only way I know to say thank you to the country that took me in when my life was in jeopardy during the Hitler years."

A special education teacher, who works with 11th and 12th graders, sums up his feelings about his volunteer in this way, "Having a volunteer in my class makes it possible for me to get *directly* to more students. The fact that my volunteer cares about the students and is consistently present and concerned, has really raised their self-esteem."

A high school principal enjoys telling the story about a youngster sent to his office. "One day he was

sent to my office and said to me, 'I'm sorry I misbehaved. I forgot it was Wednesday.' When I questioned what difference it made that it was Wednesday, he said, 'Well, that means you're going to suspend me from school tomorrow, and tomorrow's the day my tutor comes, and I don't want to miss school.' "

There are other volunteers who work at school, but not weekly. Some come once or several times during the school year to talk with students about careers or to provide supplemental material to regular curriculum. Many of these people are business men and women who leave their jobs for one or more hours to volunteer their time. They give students insight into the kind of work they do, and the related skills they need.

The visit to a 7th grade English class by an executive from a local advertising agency was a turning point for many students who heard her talk about the need for good writing skills in the business world. That classroom teacher explained, "It isn't that I don't tell them the same thing all the time, it's just that the volunteer is a *new* voice supporting what I do and say every day. Kids see her as an outside expert who gives me more credibility. She is living proof that the skills I teach are important in the world out there."

Some volunteers, working with teachers, conduct mini-courses on such topics as CPR, first aid, judo, stained glass art, poetry and many other subjects. They agree to give concentrated amounts of time for a specified period — sometimes as long as three or four weeks.

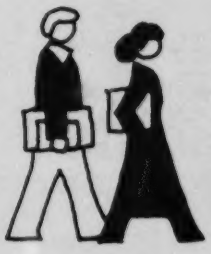
High schools look to volunteers from the community for help with other short term projects such as scheduling of students at the beginning of each semester, book fairs and testing. A high school district in California recruits and trains volunteers to administer a test in the spring to 8th graders coming into the high schools the following fall. Students who exhibit learning disabilities or who score below grade level are identified and arrangements are made by school counselors to give them the special help they need when they start high school. Previous to the week of actual testing, volunteers spend four days in an intensive training workshop with the school psychologist, remedial reading teachers, and counselors.

Finally, there are many volunteers who never come to school at all. Instead, they invite middle and secondary students to visit them at their work place to see what they do and where they do it. Sometimes these visits take the form of class field trips, but more and more, students are being paired with working adults in internship, mentor or shadowing programs that take place during the school day and as part of the school curriculum. Students interested in math see how it transfers to jobs in banks, other financial institutions and the corporate world. Conversations with or observations of a newspaper reporter on the job may help a student focus his/her general interest in writing to a specific interest in journalism. These opportunities allow students to learn, first-hand, about the many technical and interpersonal skills necessary to succeed in business.

These volunteers do not just "drop-in" and offer their services to the school. They have been recruited as part of organized school volunteer programs. Each program is different because it is designed to meet the specific local needs through the use of that community's resources.

Many elements which are important to the success of student volunteer programs (discussed in chapter two) also apply to adult volunteer programs. However, there are additional considerations:

- *Health and Safety Policies.* If law requires it, procedures must be established for adult volunteers to have tuberculin tests. School administrators and volunteers must both understand the extent of liability coverage for volunteers, workmen's compensation, etc.
- *Orientation.* For most adult volunteers, volunteering will be the first trip "back to school" in many years. Times have changed and schools have too. Orientation to the school building, grounds, policies, and procedures will make everyone more comfortable.
- *A school tour* is important. Volunteers need to know where to find the cafeteria, library, public phones, teachers' or volunteers' lounge. (If experienced volunteers are there to help the first day, none of the new volunteers need to feel out of place.)
- *School rules* need to be explained. Record keeping is increasingly important in school volunteer programs so volunteers must know where to sign in and out, where to pick up name tags, what the traffic patterns are for students and adults, where to eat lunch, relax, park, catch the bus and other details.
- *Recruitment.* Recruiting adults is more difficult than recruiting students. Students can be reached through the daily bulletin, school newspapers, posters in the halls, etc. Adults must be contacted where they work, where they shop or where they recreate.
- For a full list of considerations when starting an adult school volunteer program see NSVP publications: ***School Volunteer Programs: Everything You Need To Start Or Improve Your Program*** and ***Public Relations Tools for School Volunteers.***



CAREER STUDY PROGRAMS

Today, students studying subjects as diverse as geography, business administration, physical education and psychology can receive credit or at least encouragement for finding career exploration work relevant to their course work.

When businesses and schools cooperate, students — as unpaid interns and volunteers — have opportunities to explore careers, acquire first-hand understanding of how a business organization works, get an in-depth view of how economics and business decisions are made, gain hands-on experience in an occupation and test their competence to fill existing jobs. The common denominator is the community people who volunteer to help and guide them.

Career exploration in business settings is usually done in one of two ways. The first uses experience to supplement and enrich academic courses. Students use either long-term internships, community study or extended observation as a way to "reality test" course content, gather data and examples, conduct investigations of particular issues and make use of what is learned in class. Often they gain a broader perspective on possible careers through their applied learning. The most important outcome, however, is each student's new understanding of the connection between school curriculum and its possible applications in the future.

In the second type of program, students' experiences in business are not usually connected with specific academic courses. The focus is to give students first-hand knowledge in occupational areas of interest to them. Students are placed in business, industry, or social institutions to learn what working people do on a day-to-day basis. They have opportunities to observe the technical and interpersonal skills required and the decision making process at work. Further, students test their competence to fill specific jobs.

In both cases caring adults take the time to share their expertise with young people interested in exploring the world outside the classroom.

All students can benefit from participation in career study programs. Even the students who appear uninterested in school and are continually behind in course work may change their attitudes and become more interested in school after working in the community and seeing that class work is relevant.

Though program titles may vary — youth service, experiential learning, field work, action learning, career exploration — the common intent is for students, through experience in the community combined with in-school instruction to learn:

- better work habits,
- responsibility,
- group interaction skills,
- community understanding,
- academic skills.

They also develop a new attitude about the importance of the curriculum they are studying in school.

NORTH PENN HIGH SCHOOL SENIOR CAREER STUDY PROGRAM

MODEL

Description: The Senior Career Study Program offers students in the twelfth grade the chance to use the community outside the school for learning. Students are matched with community sponsors who agree to provide them with work experiences.

Location: Lansdale, Pennsylvania

Sponsor: North Penn School District

Objectives:

1. Develop an appreciation of the knowledge learned in school by allowing for real life application under actual conditions.
2. Seek involvement in the community.
3. Allow for participation in an experience dependent upon individual judgment and skill.

Structure:

Students who are interested in the Senior Career Study Program are required to complete an application which is presented to a Steering Committee for approval or rejection. The criteria for judging the proposals are:

1. validity of the educational experience,
2. student's interest,
3. previous record of behavior and attendance,
4. scholastic records.

Students selected into the Senior Career Study Program are required to take an English course, two other major subjects and physical education. The Career Study Program will replace two major subjects.

The coordinator of the Career Study Program is responsible for recruitment of students and sponsors, placement, overseeing students in the workplace, coordinating with employers and grading.

Implementation:

Each spring, the coordinator gives a presentation on the Career Study Program to the junior class. Interested students then apply. Upon acceptance the students are notified and arrangements are made for them to begin their work experience in September.

Students report to the work place at the time most convenient to the employer. They agree to assume full responsibility for being present at the date, time, and place for all meetings, work sessions, seminars and individual conferences designated by the faculty coordinator.

Parents agree to provide necessary transportation for the student to reach work and return home. They also agree to relieve the school of accident liability which occurs off the school premises.

Community Sponsors keep records of the student's attendance and report such attendance to the school biweekly. They also confer with the faculty coordinator or other school officials concerning the progress of the student and the evaluation of the performance and work.

Evaluation:

A grading system from "A" to "F" is used to evaluate students at the end of the program. The community sponsor and faculty coordinator work together to determine the student's grade.

Students agree to maintain some record of learning activities, usually a daily log. The student's transcript documents the nature of the Career Study Program and includes the student's assessment. A full report is made to colleges to which the student applies; according to school officials, colleges readily accept the Career Study Program.

Exhibits:

- LETTER TO SPONSOR
- STUDENT APPLICATION FORM
- AGREEMENT FORM
- SEMINAR OUTLINE
- FACULTY ON-SITE VISITATION REPORT
- GUIDELINES FOR GRADING
- STUDENT EVALUATION REPORT
- LETTER TO COLLEGES

• LETTER TO SPONSOR

NAMES OF STUDENTS AND TIME OF DAY ASSIGNED

_____

Dear Community Sponsor:

The Senior Career Study Program will begin on Friday, September 5, 1980. At that time, the student(s) assigned to your career site will report for work either in the morning or afternoon as indicated above.

We are gratified that you have agreed to sponsor a North Penn High School senior in the Career Study Program. In order that this experience may be mutually beneficial to you and the student, we wish to share with you some of the responsibilities of each of the participants.

Firstly, the student is expected to be at the career site at the designated time (see enclosed sheet) unless you have been notified to the contrary by this office. Moreover, the student should be making some degree of progress as time goes on.

Attendance sheets are also enclosed, and we would appreciate your completing and returning them to us at the end of each two week period. Your comments in the space indicated should be brief.

Someone from our office will visit the student at regular internvals. Hopefully, we can contact you personally at the same time. Please be assured that we are always ready to discuss any aspect of the program with you. With your cooperation, we are certain that this program will be of great benefit to all involved.

If you have questions pertaining to the program, please contact me at the high school at 368-0400, extension 451.

Sincerely yours,
Career Study Program Coordinator

• STUDENT APPLICATION FORM

A.M. _____ P.M. _____

SENIOR CAREER STUDY PROGRAM

Student's Name _____ Homeroom _____

Home Address _____ Telephone No. _____

City _____ Zip Code _____

Check area which best describes your program:

☐ Education ☐ Science-Math ☐ Community Service ☐ Humanities ☐ School Service ☐ Others (Specify)

Address of place of career site _____ Telephone No. _____

Describe your interest in this proposed Career Study Progam: _____

The other side of this form is to be completed with the necessary signatures as indicated. Also, please give directions as to how to reach the place where you will be working. Draw a small map, if possible, under the signatures. When this form is completed, return to room A132.

• AGREEMENT FORM

The *student* agrees to assume full responsibility for being present at the dates, times, and places for all meetings, work sessions, seminars, and individual conferences designated by the sponsors.

The *student* agrees to assume full responsibility for his/her conduct.

The *student* agrees to maintain records summarizing his/her learning activities and progress, and to meet with the faculty coordinator and community sponsor for planning and evaluation.

The *community sponsor* agrees to keep a record of the student's attendance and to report attendance to the faculty coordinator every two weeks on attendance forms sent to him/her.

The *community sponsor* agrees to confer with the faculty coordinator or other school officials concerning the progress of the student, and the evaluation of the performance and work.

The *parent* agrees to provide necessary transportation if car pools cannot be arranged. The parent agrees to relieve the school of the responsibility for accidents which occur off the school premises.

SIGNATURES

Student _____ Parent or Guardian _____

Community Sponsor _____ Faculty Coordinator _____

(Draw a map giving directions from NPHS to Career Study site)

• SEMINAR OUTLINE

TO: CAREER STUDY STUDENTS AND COMMUNITY SPONSORS
FROM: Career Study Program Supervisor
RE: Career Study Seminars

The first general seminar for all Career Study students will be held on *Wednesday, Novemeber 5, 1980.* There will be at least three other seminars during the course of the school year for a minimum of four. The purpose of the seminars is to share career experiences with others in the program, to hear interesting guest speakers discuss their career fields, and to disseminate career information and materials.

The seminars will last for two periods (3rd and 4th for A.M., Career Study students; 6th and 7th for P.M. Career Study students.) These times will not interfere with regularly scheduled classes. All sessions will be in Room C 39.

The dates scheduled thus far are:

Wednesday, November 5, 1980	Wednesday, April 1, 1981
Tuesday, January 20, 1981	Wednesday, May 27, 1981

Students should notify their community sponsors a few days in advance of these seminar dates so that they are aware of the days students will report to their sites late or early, as the case may be. In instances where the distance to the career site is substantial, students will be excused from reporting to the site for that day.

NOTE: Log books are to be turned in at each seminar meeting. They will be checked and returned within three or four days.

• FACULTY ON-SITE VISITATION REPORT

EXHIBIT

SENIOR CAREER STUDY PROGRAM

STUDENT _____ TIME OF DAY _____

COMMUNITY SPONSOR _____ ADDRESS _____

GENERAL COMMENTS OF OBSERVATION BY FACULTY COORDINATOR: _____

• GUIDELINES FOR GRADING

"A" 1. Consistent good attendance and promptness.
2. Shows steady progress toward development of skills in career field.
3. Has learned to accept responsibility and independence.
4. Has developed a good working relationship with community sponsor.
5. Has maintained a record of his learning activities and progress.
6. Community sponsor agrees that student is deserving of an "A" grade.

"B" Student has met all of the above standards satisfactorily but does not excel in all of them.

"C" or "D" These grades will probably not apply since inability to do better may indicate unworthiness to remain in program. However, should these grades be given, it will indicate a severe weakness in *many* of the above standards.

"F" Failure to meet *most* of the standards above after conferences with faculty coordinator and community sponsor in trying to improve weaknesses. This grade will necessitate removal from program.

• STUDENT EVALUATION REPORT

DATE _____

Name of Student _____

Address of Career Study Site _____

Name of Community Sponsor _____

The purpose of this questionnaire is to better evaluate the Career Study Program as it pertains to your particular career area. Please feel free to express yourself fully and honestly. The more information you give us, the more intelligently we can plan for next year's program.

- *What benefits do you feel were derived by your participation in the Career Study Program?*
- *What are some improvements that you would suggest for next year's Career Study Program?*
- *Did you enjoy working with the people in your career area — this includes the community sponsor and assistants?*
- *Would you recommend that next year's seniors also be assigned to the same career area as yours?*
- *Did you feel that as a result of your participation in this program that you can now make a more intelligent decision as to whether this career is truly for you?*
- *Do you expect to pursue this career for the future or do you intend to seek a new endeavor?*
- *Any general comments you wish to make:*

• LETTER TO COLLEGES

Name of Student Applicant _____

Nature of Career Study Program _____

Attention: Dean of Admissions

The applicant, whose record is enclosed, is a member of the Senior Career Study Program. This activity was introduced into the program of studies during the 1971-72 academic year.

The purpose of the Career Study Program is to give our senior students the opportunity of gaining exposure in a career field in which they have expressed a stong interest. Hopefully, at the end of this experience, they can make a more intelligent decision as to whether this career is truly for them.

This experience also gives the student the opportunity of becoming independent, learning to accept responsibility, and understanding the importance of accountability.

The career choices are quite varied. Some of the projects are related to social service, others are of a scientific nature, and others concentrate on research and study in a special field of student interest.

In every case, the student is under the supervision of a community sponsor outside of the school. Visitations to the career study site are made periodically by staff members of the program. It should be noted that the program has proven to be very successful and is regarded highly both by our school district and the community at large.

Please accept this Career Study Program as a valid and integral part of the curriculum at North Penn High School.

Sincerely yours,
Career Study Program Coordinator

MODEL

CAREER AWARENESS FAIR

Started 1978

Description: **The Career Awareness Fair, held annually in March, permits students to view exhibits representing diverse careers and to talk to role models working in a field of interest to the student.**

Location: Washington, D.C.

Sponsor: Prometheans, Inc.

Objectives:

1. Expose students to nontraditional and traditional career fields.
2. Help students become aware of viable funding sources (grants, scholarships, etc.)
3. Display technical and nontechnical exhibits representing various career fields.
4. Enable students to talk to persons (role models) working in a career field which they plan to enter or on which they wish to obtain information.

Structure:

In an effort to provide the latest information on future career opportunities and educational requirements for ninth through twelfth-grade students, the Prometheans, Inc., in cooperation with the D.C. Public Schools sponsors an annual Career Awareness Fair. It complements the Adopt-A-School Program the Washington Chapter of the Prometheans have helped to establish in the D.C. public schools.

Two hundred and fifty role models from over one hundred and fifty occupations are on hand each year to discuss all aspects of their jobs with approximately 19,500 District of Columbia area students.The occupations selected are those expected to "grow as fast or faster" than the average for all occupations through the mid-1980's. Teachers, parents and community organizations are able to take advantage of the opportunity to engage in realistic discussions about the world of work along with the students.

Implementation:

Community based organizations can enhance, supplement and support career awareness programs existing in the school. However, it is important that the organization establish a track record of credibility in order to secure commitment and support from the Superintendent. Once this has been achieved community based organizations and public school systems can work hand-in-hand to motivate students to stay in school and to direct them toward career goals.

Recruiting volunteers from government, business and community agencies is an important next step. The Prometheans have used the media, through public service announcements and news clips, and mass mailings to elicit the community's support.

A training seminar is held for local school coordinators two or three months prior to the Career Awareness Fair. The purpose of the seminar is to inform coordinators how to help teachers develop activities which can be used in conjunction with the Career Awareness Fair.

Finally, a site for the Fair must be selected and an annual time determined. Details such as booth set-up times,exhibitor set-up times, transportation, and viewing schedues are then drafted.

Evaluation:

Seventy-five percent of the students surveyed after the first year's Fair indicated that they received information about their career interest. Seventy-two percent of the respondents indicated that they became interested in new careers as a result of the Fair.

However, the greatest impact has been on the school system and the volunteers. Several workshops for counselors on career awareness have been conducted jointly by the Prometheans and the school system. These have resulted in pre-fair activities and post-fair activities which have reinforced Fair activities in the classroom. The Adopt-a-School program was developed in the belief that a one-day, once-a-year fair was not enough to adequately comply with the career awareness goals.

Exhibits:

- EXHIBITOR'S GUIDE TO THE CAREER AWARENESS FAIR
- ROLE MODEL GUIDE TO THE CAREER AWARENESS FAIR
- ROLE MODEL PARTICIPATION FORM
- STUDENT GUIDE TO THE CAREER AWARENESS FAIR
- FLOOR PLAN
- EVALUATION

• EXHIBITORS GUIDE TO THE CAREER AWARENESS FAIR

The presentation of occupation in the form of an exhibit is a vital part of the Career Awareness Fair. The success of the Fair, which is intentionally a vast assembly of the many resources of our community, depends to a great extent on the proper orientation of three elements—the students, the exhibitors and the role models. In order for you to truly enjoy this great experience as a participator, please take time to read the following guidelines that apply to you as well as the guidelines for the other two components:

Before you go to the Fair:

1. Review your exhibit to see if it supports the message you want to leave with the students.
2. Evaluate the attention getting ability of your display. Have you adequately utilized colors, lights, animation, personnel, etc.?
3. If the end product is a hand-out, is it effectively matched with the audience?
4. Condition yourself to the fact that you will be talking *with* not necessarily *to* high school students.
5. Concentrate on presenting an image of being friendly and willing to talk about your organization and the associated careers.
6. Plan to open exhibit at 8:00 p.m. March 16, 1981, after the opening program for adults.
7. Plan to report to the Armory at 8:30 a.m. March 17, 1981, in order to receive the students by 9:00 a.m.

Setting Up

1. The drayage company, Hargroves, Inc., will have the booth areas available for exhibit set up at 12:00.
2. Hargroves, Inc. will be available for rental of last minute furniture or equipment needs.
3. The Armory management will be available for electrical needs.
4. All booths must be completely set up by 6:30 p.m.

Opening Sesion

All booths will be open for a walk-through by the attendees of the opening ceremonies at 8:00 p.m. March 16, 1981.

While at the Fair

1. You should arrive at the armory by 8:30 a.m. to ready your exhibit for the students. They will start arriving at 9:00 a.m.
2. Take time to visit other exhibits and look at the Role Model counseling areas. You may need this information for student referrals.
3. Explain your organization's mission and the associated occupations. Share with the students your knowledge of specific careers. If appropriate, refer the students to Role Models for a more indepth consultation.
4. Help students match their interest and abilities with knowledge of job requirements and benefits.
5. Help students see the importance of their reading, math and writing skills by seeing how these skills are used on the job.
6. You will have been given an evaluation questionnaire. Please complete it and return it to the information desk.

After the Fair

Exhibits as they relate to the purpose of the Career Awareness Fair have a long life span. This is primarily because the audience is in transit. By the time an exhibit reaches an over-exposed state with an individual, that individual student has graduated. Therefore, an exhibit becomes obsolete only in terms of new technology or a modification of the exhibitors goals and objectives.

1. Review the responsiveness of your exhibit in a stand-alone state — as an attention-getter.
2. Review the received interaction with the students with respect to the exhibit.
3. Identify areas for improving your exhibit.
4. See you again next year (Thanks for your support).

• ROLE MODEL GUIDE TO THE CAREER AWARENESS FAIR

Your participation in this years Career Awareness Fair is a key ingredient for exposing the youth of the D.C. Public School System to vast career opportunities that await them upon completion of secondary education. In order for you to truly enjoy the experience, please take time to read the "Student Guide to the Career Awareness Fair" that follows. As a Role Model listed below are suggested guidelines for a day at the fair.

A. *Before you go to the fair*

1. Review the orientation guide and if possible, discuss it with others you may know who will be a part of the activity.
2. Go over the floor plan and the list of occupational clusters to be familiar with locations. You may need to or want to refer students to other career areas.
3. Condition yourself to the fact that you will be talking *with* not necessarily *to* high school students with minds of their own that include varied concepts and understanding of how to proceed into this adult world of work.
4. Consider dialog prompters - that is the appropriate dress, tools of the trade, graphic displays and models. Many of these ploys may be used to stimulate conversation and establish communication.
5. Concentrate on presenting an image of being friendly and willing to share experiences and information.

B. *While you are at the Career Fair*

1. Sign in at the Information Booth upon arriving at the fair and pick up a name badge (readily available for pre-registered Role Models). Selected career identification place names will also be available. You will be given an evaluation questionnaire that should be filled out and returned to the information desk when you leave.
2. If possible, take time out to review the exhibits and notice the other occupational cluster areas in order to use this information for student referrals.
3. Share your occupational or professional knowledge, skills and abilities. For example, a manager of a bookstore shares his/her knowledge of books and business operations with students.
4. Identify jobs similar to yours but requiring different experience, education, training and skills. A nurse helps students understand the variety of careers available in health sciences including medical doctor, nurse's aide, and laboratory technician.
5. Explain the organizational structure of your company or agency and the different jobs within it. A manager of the small business familiarizes students with the business and the relationship of jobs and employees within the business.
6. Help students match their interests and abilities with knowledge of job requirements and benefits. A certified accountant discusses with students accounting as a career, the different job specializations within accounting, the required training and some job benefits which accountants enjoy.

(ROLE MODEL GUIDE CONT'D)

7. Help students see the importance of their reading, math and writing skills. By seeing that these skills are used on the job, students will discover that their academic courses do provide valuable information.

SPECIAL NOTICE

Please accept our apologies, however, these are the facts:
Parking - Armory (Starplex) parking is not free.
Public Transportation - Blue line subway - stadium exit.
Lunch - You must bring your own, facilities not available.
Refreshments - Tea, coffee, and donuts will be available on a complimentary basis.

• CAREER AWARENESS FAIR, ROLE MODEL PARTICIPATION FORM

Name _____

Address _____ (City) _____ (State) _____ (Zip) _____

Phone No. (Home) _____ (Office) _____

☐ Yes ☐ No I plan to participate in the Fourth Annual Nathaniel Stinson Career Awareness Fair

Occupational Cluster _____ Specific Career _____

I will be available for the Fair during the following time:

☐ All day Tuesday and Wednesday, March 17 and 18

Other Times: _____

☐ Yes ☐ No I will help recruit additional role models for the Fair. (Please attach additional forms.)

• STUDENT GUIDE TO THE CAREER AWARENESS FAIR

We welcome you as a participant in this year's Career Awareness Fair. To help make this a meaningful and enjoyable experience for you, we have prepared a list that you should complete in order to get the most out of career exploration experience.

1. *Before you go to the Fair, you should:*
   A. review the orientation guide with your teacher or counselor;
   B. go over the floor plan of the D.C. Armory in order to locate the career cluster that interests you;
   C. review the career clusters with your counselor or teacher and select at least two general careers that you wish to explore; and
   D. investigate your selected careers through conversation and/or library study and prepare at least three questions for each career that you wish your career model to answer at the Career Fair.
2. *While you're at the Career Fair, try hard to:*
   A. talk with a role model from at least two career clusters and get your questions answered;
   B. talk with at least one model from a career area which is unknown to you;
   C. visit briefly at least five booths and be prepared to identify the three most interesting careers and tell why.
3. *After the Career Fair, remember to:*
   A. fill out your evaluation form and return it to your counselor/local school coordinator;
   B. write a short paper on the Career Fair and share your experiences with another student and your teacher;
   C. decide which career cluster interested you most and investigate even further by:
      1. contacting a model whom you felt was helpful, or
      2. developing a discovery plan with your teacher or counselor;
   D. develop, along with your group members, a Career Fair scrapbook and try to include as many career areas as you can. (This can be shared by class members who are unable to attend the Fair.)

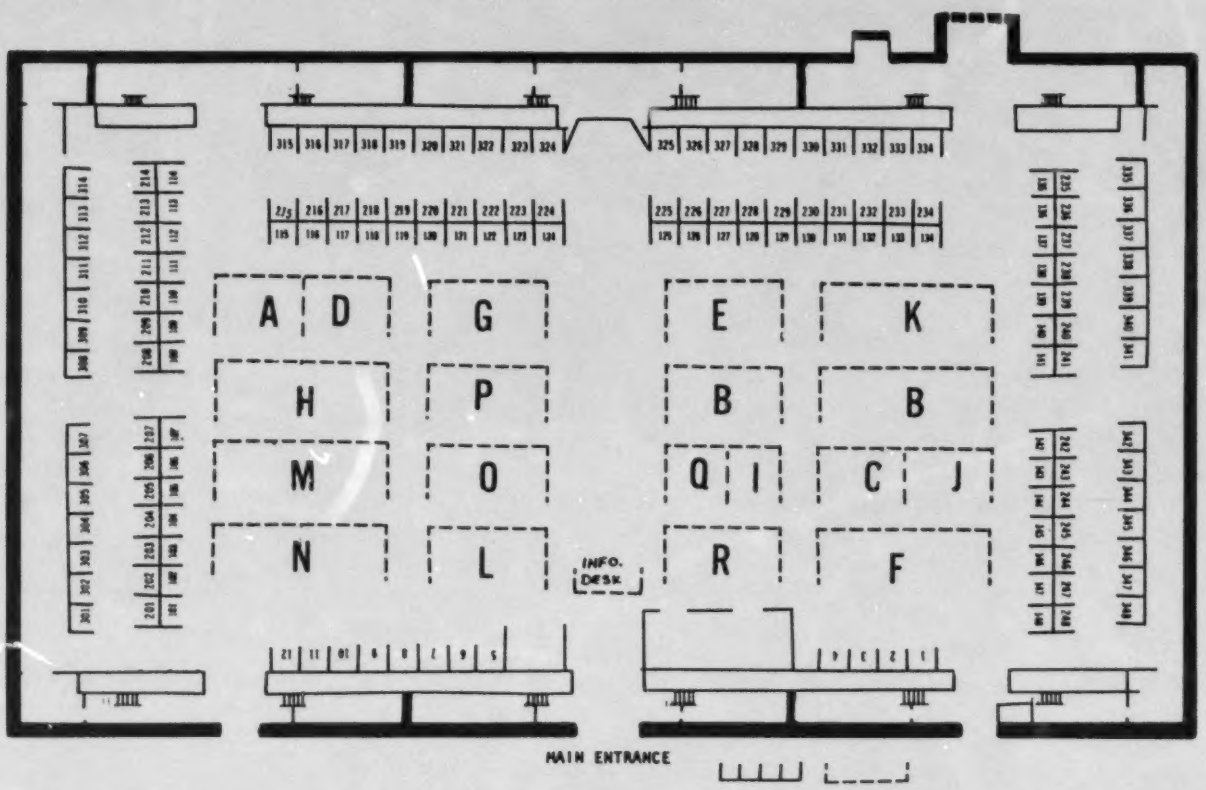
OCCUPATIONAL CLUSTERS

At the Career Awareness Fair, role models from the following cluster will be available to answer in-depth questions that you may have:

AGRICULTURE (AGRI-BUSINESS)
BUSINESS & OFFICE
HEALTH
PUBLIC SERVICE
NATURAL RESOURCES & ENVIRONMENT
COMMUNICATION & MEDIA
HOSPITALITY & RECREATION
MANUFACTURING
MARKETING & DISTRIBUTION
MARINE SCIENCE
PERSONAL SERVICES
CONSTRUCTION
TRANSPORTATION
CONSUMER EDUCATION & HOME ECONOMICS
FINE ARTS & HUMANITIES

• FLOOR PLAN

PROMETHEANS
FOURTH ANNUAL NATHANIEL STINSON CAREER AWARENESS FAIR
NATIONAL GUARD ARMORY



• EVALUATION

THE NATHANIEL STINSON CAREER AWARENESS FAIR / THE PROMETHEANS, INC.
PERSONAL IMPRESSIONS

1. How many times have you participated in previous (Prometheans) Career Awareness Fairs? _____(1-4)

	Yes	No
2. Do you think the Career Awareness Fair is successful in achieving the following goals?:	☐	☐
a) Greater student awareness of traditional and nontraditional career fields	☐	☐
b) Greater student awareness of source of support in pursuing goals	☐	☐
c) Influence students by providing opportunity for students to see useful exhibits of career areas	☐	☐
d) Influence students by providing opportunity to talk to role models	☐	☐
3. Do you sense positive motivation of students attending Fair?	☐	☐
4. Did you receive personal satisfaction in participating in Fair?	☐	☐
5. Should the Fair be continued in its present form?	☐	☐
6. Do you feel that your time and expense in Fair participation was worthwhile?	☐	☐

FAIR OPERATIONS
Rate Very Good (VG), Good (G) or Fair (F)

General Layout _____
Crowd Control _____
Student Response _____
Logistical Support to Adult Participants _____
Security _____
Adequacy of Career Coverage in Exhibits _____
Adequacy of Career Coverage in Role Models _____
Timing and Scheduling _____

17

OTHER IDEAS FOR CAREER STUDY PROGRAMS

- The Center for Career Development, in Mesa, Arizona, was developed in September 1971. Its purpose is to help administrators, teachers and parents plan, develop and implement a career education program for grades K-12. Eight broad themes were identified and used as the basis for setting goals in the program. They are:
  - career awareness
  - self-awareness
  - appreciations and attitudes
  - decision making
  - economic awareness
  - skill awareness/beginning competence
  - employability skills
  - educational awareness

  Each identified theme is the basis for an instructional package which includes a goal statement, performance objectives and instructional activities.

- The Experienced Based Career Education program in Worcester, Massachusetts, has three components:

  Classwork: A team teaching approach is used in English, math and social studies. The occupational content of these courses equips the students with a greater degree of knowledge of and sophistication in the world of work.

  Career Guidance: Activities in small group sessions involve students in decision-making, economic awareness, career planning, problem solving and the development of consistent values.

  Community Experiences: Once a week students are released from school to spend a day in the employing community. They become familiar with occupational duties, specific job requirements, wages and working conditions, and the community resources available to them.

- The DuPage Career Education Center is a cooperative of twenty-five school districts located in DuPage County, Illinois. It is committed to developing and supporting a comprehensive and sequential career education program for 33,000 students. The program emphasizes the involvement of career education in selected content areas of the curriculum and/or student populations. One area of involvement includes children with special needs. Community based organizations willing to help in the local career education effort provide a variety of services: funding of special grants, co-hosting a career education conference, providing on-the-job training and guest speakers, etc.

- The Baltimore City Public School System and the Voluntary Council on Equal Opportunity collaborated on a long-range project aimed at increasing the flow of qualified students through the public schools into engineering colleges and, ultimately, into the profession. Engineering Pipeline Clubs were established to make students aware of the opportunties available in engineering careers and the requirements which must be met. Students are encouraged to take as much mathematics and science as possible in junior and senior high school so as to be ready for engineering college, should they elect to study in that field. The clubs are sponsored by a teacher or counselor from the school and a representative of the business community, usually but not always an engineer. Some clubs meet weekly and some every other week. Activities include: viewing motivational and instructional films, designing and constructing a rocket, listening to guest speakers, designing a bridge, field trips and "hands-on" experiences.

COMMUNITY RESOURCE PROGRAMS

Adults from business and the community, introduced to the school staff through community resource programs, are often the first volunteers to work in middle and secondary schools. They come once or occasionally, at the request of teachers.

These volunteer experts are willing to share their time and knowledge with both teachers and students. They are the best source of information about careers, hobbies, community history, ethnic cultures and a myriad of other topics, and enhance the instructional program with speaker presentations, instructional demonstrations or "mini-courses." For schools where scheduling problems or staff resistance preclude tutoring and classroom assistance programs, this type of program might be ideal.

Usually the School Volunteer Program compiles the ever-growing list of people and classroom presentations. It is made available to teachers in every possible form from mimeographed lists to printed booklets. Community people are recruited for the program by mail, telephone, flyers, posters or through speeches delivered at community and service club meetings. Even people who are extremely busy can find time to come to school once or twice a year for an hour, and they feel honored to be asked.

Teachers, who do not have time to recruit and orient volunteers, may request specific presentations from the list they have and expect all of the organizational work to be done for them by the School Volunteer Program. The individual teacher cites the day and time, prepares the class for a visitor, and generally controls the subject matter. Rather than becoming an added burden on teachers who are already too busy, this type of program provided exactly the kind of support they need.

The community resource volunteer who speaks with students about an organization, hobby, particular career, or past experience has the satisfaction of giving students a chance to see a new perspective and broaden their personal views of the world. At the same time, the volunteer enhances and reinforces the lesson or subject area on which the teacher is focusing. It is a classic example of "Everybody Wins."

Special Programs for Additional Resources of Knowledge (SPARK)

MODEL

Started 1970

Description: SPARK is a program which gives teachers the opportunity to request volunteers for special classroom presentations and demonstrations in their particular fields of knowledge.

Location: Dallas, Texas

Sponsor: Dallas Independent School District
Women's Council of Dallas County, Inc.

Objective:

Use the wealth of human resources in Dallas to enrich the educational program of the Dallas Independent School District.

Structure:

SPARK was designed with the belief that SPARK volunteers would help teachers create interest and give help in the classroom. Volunteers come from all parts of the community to share their special talents and interests with students.

Through the cooperative efforts of the School Volunteer Office and the Woman's Council, a directory has been compiled featuring a listing of Enrichment Volunteers for augmenting instructional services. Speakers can be obtained to represent the following areas:

The Arts	Home and Family Life
Business	Language Arts
Careers and Trades	Mathematics
Communications	Science
Ecology	Social Studies
Ethnic Studies	Social Understanding
Health	Sports

Supplements to the directory are distributed periodically. Special requests are welcomed.

Implementation:

The SPARK program is available for pupils at all grade levels in every school in which a SPARK coordinator is present.

1. A SPARK coordinator is appointed by the principal in each school. It may be the media coordinator or other staff member. It might even be an interested volunteer.
2. All SPARK speakers and listings in the SPARK directory are coordinated by the School Volunteer Office in cooperaton with the Women's Council of Dallas County, Inc.
3. A SPARK volunteer fills out an application blank indicating availability and area of expertise. Categorized directories of topics are made available each year to the SPARK coordinators and faculties in each participating school.
4. At the request of the teachers, SPARK volunteers give special classroom presentations and demonstrations. They share their experiences in travel, professional or occupational work, ethnic backgrounds, or hobbies.

Evaluation:

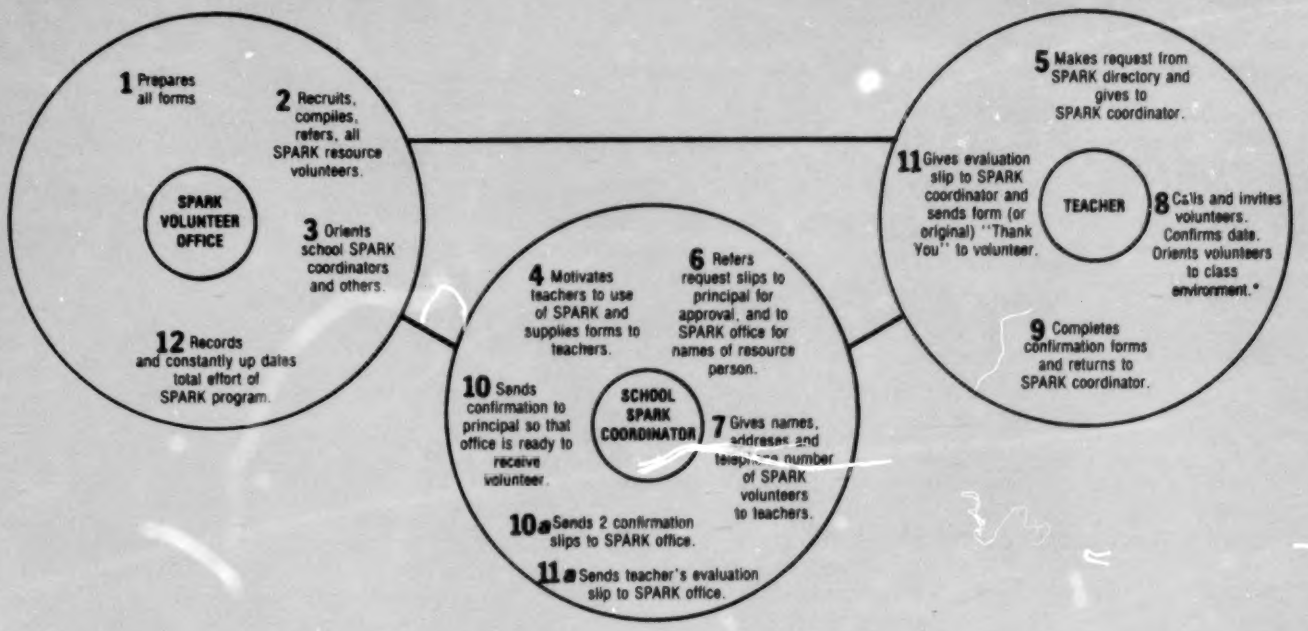
After the teacher has had the SPARK presentation, he/she and the SPARK volunteer each fills out an evaluation, and returns it to the School Volunteer Office.

The increased number of teacher requests and volunteer involvement, indicate the program's success.

Exhibits

- SPARK MATRIX
- REQUEST FORM FOR SPARK VOLUNTEERS
- SPARK CONFIRMATION
- VOLUNTEER EVALUATION FORM
- TEACHER EVALUATION FORM
- SAMPLE PAGE FROM SPARK DIRECTORY

• SPARK MATRIX


1 Prepares all forms
2 Recruits, compiles, refers, all SPARK resource volunteers.
SPARK VOLUNTEER OFFICE
3 Orients school SPARK coordinators and others.
12 Records and constantly up dates total effort of SPARK program.
4 Motivates teachers to use of SPARK and supplies forms to teachers.
6 Refers request slips to principal for approval, and to SPARK office for names of resource person.
10 Sends confirmation to principal so that office is ready to receive volunteer.
SCHOOL SPARK COORDINATOR
7 Gives names, addresses and telephone number of SPARK volunteers to teachers.
10a Sends 2 confirmation slips to SPARK office.
11a Sends teacher's evaluation slip to SPARK office.
5 Makes request from SPARK directory and gives to SPARK coordinator.
11 Gives evaluation slip to SPARK coordinator and sends form (or original) "Thank You" to volunteer.
TEACHER
8 Calls and invites volunteers. Confirms date. Orients volunteers to class environment.*
9 Completes confirmation forms and returns to SPARK coordinator.

*—Vital to successful operation!! A special school volunteer could be most helpful in steps 8 and 9 as a well-trained assistant to SPARK coordinator and teachers in each school.

• REQUEST FOR S.P.A.R.K. VOLUNTEER

School _____ Grade _____ No. of Students _____

Topic _____ Date Requested (First Choice) _____ (Second) _____ (Third) _____

Time of Day (First Choice) _____ (Second) _____ (Third) _____

This is to be enrichment for a unit on _____ Any other comments: _____

If more than one class is interested, please list all teachers.

Teacher _____

Principal _____ SPARK Coordinator _____

Date Submitted _____ Date Approved _____ Date Sent SPARK Office _____

• SPARK CONFIRMATION

TEACHER'S COPY This is to confirm the assignment of:

Person _____ to Topic _____

Teacher _____ Grade _____ No. of children _____

School _____ Address _____ Phone No. _____

M T W Th F Date _____ Time _____

INSTRUCTIONS FOR PARKING _____

Will you please complete the evaluation sheet if one is attached. Include suggestions for improving this experience. Your comments help to determine the educational value of this activity and ways in which service might be improved.

Confirmation sent _____

School Volunteer Program

• VOLUNTEER EVALUATION

EVALUATION OF SCHOOL EXPERIENCE
(This form is to be completed by the S.P.A.R.K. Volunteer)

School visited _____ Grade _____ Date _____

Was this a satisfactory experience for you? ☐ Yes ☐ No

If so, what helped to make it so? If not, why not? _____

Was the advance preparation of this group sufficient for your presentation? _____

Were arrangements made by the Volunteer Office satisfactory? _____

If not, how could they be improved? _____

What suggestions can you make for improving this experience for you or for the children? _____

Name _____

Return to: School Volunteer Coordinator.

• TEACHER EVALUATION

Teacher's Evaluation of S.P.A.R.K. Volunteer

School _____ Grade _____ Date _____

Name of Volunteer _____ Subject presented _____

No. of pupils participating _____ Student's Reaction to Presentation ☐ Good ☐ Fair ☐ Poor

What improvements do you suggest, if any? _____

Teacher _____

TEACHER Return to: School SPARK Coordinator/SCHOOL SPARK COORDINATOR Return to: SPARK Office

• SAMPLE PAGE FROM COMMUNITY RESOURCE DIRECTORY

THE ARTS

ART APPRECIATION

Early Art Education K-3
How to Enjoy Museums K-12
Our Dallas Museum of Fine Arts (Asst. Curator of Education) K-12
Show Business-The Ups and Downs, Ins and Outs 6-12

ARTS AND CRAFTS

American Indian Arts and Crafts 1-9
Art as a Career 7-12
Basic Sculpture 7-12
Commercial Art 10-12
Demonstration of Oil Painting 7-12
Early Art K-3
Electronic Painting-TV and Special Effects 9-12
Exploring the Materials of the Artist 5-8
Glass Blower 1-12
Graphics 9-12
Handcrafts 9-12
Handmade Doll Houses-Demonstration and Discussion 7-12
How To Make Soap 4-12
Indian and Contemporary Jewelry 9-12
Introduction to Oil Painting(Demonstration of procedure) 7-12
Jewelry Making 7-12
Lapidary-Mineral Identification 7-8
Medical Artist 9-12
Museum and Art Activities K-3
Needle Point Macrame 6-12
Off-Loom Weaving, Stitchery, Macrame, Basketry 6-12
Oil Painting (Self-taught) K-6
Pitch In Let's Keep America Clean K-7
Portraits or Still Life in Oils,Charcoals 6-12
Print Making 7-12
Sculpture (Different Media and how it is done) 1-12
Sketching People (Demonstration) 1-3
Sports Unlimited (Pen and Ink Drawings of sports figures) 6-12
Stained Class-Mosaics-Lithographs 9-12
Textile Design and Weaving 4-12

-8-

DANCE

Ballet K-6
Foreign Dance (Most Countries) K-12

DRAMA

Directing Children's Theater K-7
Puppet Show (Ecology) K-1
Puppet Show (Fire Department) 1-6
Talks Pertaining to the Theater 5-12
Theater Arts 9-12
Theater Production, Staging, Lighting and Costumes 9-12
Theatrical Crafts 7-12

HOBBIES

Antiques K-12
Bee Keepers 1-6
Bottle Collector 1-12
Collecting Baseball Cards K-12
Cooking-For Need and Fun (Basics of Cooking - Fun things to fix) K-12
Gems and Minerals-Lapidary K-12
How to Make Soap 7-12
Stamp Collecting K-12
Terrarium 7-12

MUSIC

Baton Twirling K-12
Didjeridoo, The 9-12
Electronic Music-What it is and How it is Made 9-12
Folk Singing (Plays and talks about folk songs) K-12
Folk Music K-12
History of Folk Music (Plays guitar and describes some origins with examples in actual music) K-12
Irish Folk Harp K-12
Music of Africa, Kenya, Zambia and Ethiopia K-6
Public School Music K-12
Sing Along with Me (Can adjust program to music the class is studying, song with guitar-no pop or jazz) K-12
Violin-Chorus-Orchestra K-12

-9-

MODEL

DRESDEN SCHOOL VOLUNTEER PROGRAM

Started 1974

Description: **The Dresden School Volunteer Program coordinates the recruitment, placement and recognition of volunteers in district schools. Volunteers offer supportive and supplemental service in middle and secondary schools under professional supervision of school staff.**

Sponsor: **Dresden School District**

Location: **Hanover, New Hampshire**

Objectives:

1. Assist teachers in providing more individual attention and enrichment to students.
2. Increase student motivation for learning and experiences beyond the classroom.
3. Provide an opportunity for interested community members to participate effectively.
4. Strengthen school-community relations.

Structure:

The Dresden School Volunteer Program recruits members of the community interested in young people and their education. Opportunities for volunteers vary widely both in content and time commitment. Any help offered that enriches students' education, provides more individual attention for each student or helps staff to provide students with the best educational experience is welcome. The following types of service represent categories most generally offered by volunteers:

Tutoring
Sharing special interests
Assisting in the Library-Media Center, College and Career Education Centers, Science Centers, etc.
Providing resource services through lectures, tours, demonstrations, etc.
Providing clerical assistance
Helping as drivers and chaperones
Helping with special events such as class parties, open houses and orientations

Implementation:

Volunteers are placed with those staff members requesting them. Sometimes teachers and volunteers arrange classroom service on their own. The Coordinator is then notified.

Volunteers are familiarized with school and classroom setting and policies before beginning to help. Training is most often "on-the-job" and through periodic conferences with the teacher. Workshops providing additional training are occasionally available.

Volunteers are asked to sign "Time Record" slips in school offices or departmental resource centers. The schools and community can coordinate, improve and recognize the effectiveness of volunteers' contribution only if that commitment is recorded. Such records also serve as verification for educational credit or work experience.

Volunteers helping on school premises are covered by the same insurance as the school staff. Volunteer drivers are covered by their personal insurance and not by the school district.

Evaluation:

All volunteer service is evaluated at the end of the year by staff and volunteers. An increase in teacher requests for volunteers is an important criteria for determining the success of the program.

Exhibits:

- VOLUNTEER APPLICATION
- TEACHER REQUEST
- VOLUNTEER EVALUATION
- TEACHER EVALUATION

• VOLUNTEER APPLICATION

Name _____ Address _____

Person to notify in emergency _____ Children in local schools _____

Work experience (paid and volunteer) _____

Interests and/or skills _____

Volunteer preference (Type - classroom, clerical, other) (Age level or school) _____
Time preference: Regular / Mon Tu Wed Th Fri / A.M. P.M. / Occasional
How did you hear about the program? _____

Placement:

•TEACHER REQUEST FORM

Teacher's Name _____ School _____

Date of Request _____ Dept/Grade/Team _____

Type of Service _____
Hours per week _____ Days _____

• VOLUNTEER EVALUATION

Name_____

To: Hanover High School staff
Re: 1st and 2nd quarter volunteers in your program

To my knowledge the following people have worked with you during all or part of the first half of the year. (Please add any additional names and approximate hours of service or make any corrections and return to me at the Richmond School as soon as possible. An up-to-date knowledge of who is doing what with whom is important in expressing appreciation for their contribution.)

Name (address or phone)	Service	Approx. Hours (18 wks 9/80-1/81)

By the way, if you have not yet done so, you might want to take a moment to write a note of thanks (or have some of your students do so) to volunteers who have helped you. Appreciation from staff and students with whom the volunteer has worked is worth more than thanks from me or the school system as a whole.

Volunteer Coordinator

• TEACHER EVALUATION

SCHOOL VOLUNTEER PROGRAM / HANOVER—Norwich-Dresden *Volunteer's Evaluation* May 1980

In order to keep our School Volunteer Program responsive to the needs of students, teachers, and volunteers, we would appreciate your evaluation of your experience in our schools this year.

1. Which of the following statements best characterizes your experience as a school volunteer this year?
   (a) I have actually been turned off by teacher(s) _____ or by pupils _____.
   (b) _____I have had some minimal satisfaction.
   (c) _____It's been a thoroughly satisfying experience.
   (d) I would have liked it better if _____
2. How could the Volunteer Program, teacher(s) school administration help you to help students more? _____
3. Would you welcome a general orientation to volunteering in our schools, _____
   or a training program in a specific area, such as science field aide, working with learning disabled or gifted, tutoring math in lower grades, tutoring English? (If so, indicate area) _____
4. Based on your school volunteer experience, do you have ideas for school programs which might be implemented through volunteers? Other general comments about your volunteer experience? _____
5. Looking forward to next year, are you interested in volunteering again? _____
   Is there a teacher with whom you'd particularly like to work? _____
   Is there a program you would like to be involved in? _____
   Do any of the following already identified needs interest you? Sewing and crafts _____ Career Planning _____ Science _____
   Woodworking ____ Clerical/Typing ____ Babysitting for other volunteers ____ Resource or Special background to share occasionally ____

OTHER IDEAS FOR COMMUNITY RESOURCE PROGRAMS

- In the small rural community of Madison, Maine, School Volunteer Program began as Project Grandparent. Senior citizens were invited to share their special talents with school age children. The program was so successful it expanded to include any member of the community concerned with improving education for children.

- The Community Volunteer Education Program, at Independence High School, Independence, Kansas, allows junior and senior students to work along side professional people, businessmen, industrial workers, government employees and public service citizens at their places of business. The agencies accept students on a daily basis for a period of 18-36 weeks. Students are placed through joint agreement by the school guidance office, classroom teachers, students, community educator and director.

- "Good Friends" is the name given to volunteers who render service to students and teachers in local school buildings in the Metropolitan Nashville Public School System in Nashville, Tennessee. The volunteer program was organized in 1971 as a part of the federally funded Community Education Program and became a permanent part of the school system in 1973. Its major purpose is to help meet the needs of students through the assistance of additional people in the classroom. Parents, college volunteers, business and professional people and other interested citizens comprise the large group of "Good Friends" who willingly offer their services to the school.

- The People Resource Bank is a service offered to teachers in the West Chester Area School District in West Chester, Pennsylvania. The People Resource Bank provides teachers with a convenient listing of people in the community who are willing to visit classrooms to share their special areas of knowledge with students.

- The Institute for Public Affairs Research, Inc. (IPAR) provides aid to the Oregon School District Career Education Program by providing the linkage for the community to become active partners in the schools. IPAR draws the support from thousands of participating resources in the community on a rotating basis. It depends on community participation and financial support to cover operating costs, speakers, field trips, work exploration and experience stations. IPAR is careful to rotate the services of community volunteer support. The recognition of their busy scheduling assures continuing support.

- The Mentor Program, in Springfield, Massachusetts, provides "real-life" community experince for students with special aptitudes within the system. The mentor may work with a student on a one-to-one basis, or in a group situation. The mentor relationship is designed by the teacher and the mentor coordinator to suit each individual. For example, seven young scientists from two junior high schools are involved in a science project with the Assistant Curator of Education at the Science Museum. Two economics students are working in the investment department of a local bank with a professional in the department as their mentor. Two budding artists are drawing and painting with a professional artist.

CORPORATE VOLUNTEER PROGRAMS

Many corporations have statements supporting employee community service included in their personnel policies. Several have moved beyond this to develop "plans of action" to help their employees find volunteer opportunities that suit their personal interests and talents. One plan is to provide company employees with time and support so they can work in a school near their place of business.

Business people are a valuable resource for teachers and students. They provide career information and tutor in academic subjects. Their skills may be useful in vocational classes or their knowledge of the world invaluable in discussions of current events or recent history.

Older students, who may be less interested in school work than they used to be, work harder when supported by interested corporate tutors who take time from paying jobs to work with them. Often, student motivation reaches new highs because of personal attachments which develop between tutors and their tutees. Students who perform better because of individual assistance in communication skills, math, science, and industrial arts, make better employee prospects for local employers; at the same time, they become valuable members of the local community.

A participating company frequently receives increased prestige, good will and acceptance in the community. The company's concern for society creates for it a positive corporate image.

Often improved employee moral, a by-product of volunteerism, translates into increased productivity on the job. A bank employee who volunteers revealed, "As a working mother, I didn't know what was going on at school. I felt very guilty about working. I felt out of touch. This program has relieved about 90% of my guilt."

Local companies and corporations can, through the efforts of individual employees, provide strong assistance to middle and secondary schools in a number of ways including:

- chief executives can endorse and encourage involvement by their companies and employees by providing release time, encouraging retirees to volunteer and contributing both in-kind and financial contributions;
- personnel executives can schedule sessions where school personnel can present options for service and recruit interested participants;
- an interested and qualified retired officer of the company can be returned to part-time service at company expense as a consultant and as the in-house, school-service administrator, to recruit and refer company retirees;
- business/industry employees can assist school personnel in volunteer program operations, scheduling, budgeting, information systems, productivity analysis and documentation, and financial management;
- companies can "adopt" specific schools and "guarantee" a suppy of appropriate talent to meet teacher requests.

Each corporation involved in these or other programs works with the school to determine specific areas of need and then makes a commitment based on the corporation's interest and the resources it is willing to donate to the partnership.

SEATTLE TRUST SCHOOL VOLUNTEER PROGRAM

MODEL

Started 1980

Description: Seattle Trust School Volunteer Program provides released time for Bank employees to volunteer directly in the schools.

Location: Seattle, Washington

Sponsor: Seattle Trust and Savings Bank
Seattle Public Schools

Objectives:

1. Provide a needed community service to the schools.
2. Provide direct assistance to students.
3. Bring more family participation into the educational system.
4. Create a stimulating environment for the volunteer that will enhance the creative and productive activities within the Bank.

Structure:

The Seattle Trust School Volunteer Program was created in response to an educational survey conducted in the spring of 1980. It demonstrate an overriding concern and interest in the educational process, as well as a desire on the part of employees to make a personal contribution to the learning environment. Many of the employees already have children in the public schools. Other employees just want to do their part.

The Bank employees volunteer one-half day per week in the morning and are expected back at the Bank at 12:30. The employees are not to ask other employees to do their work when they are volunteering. They are to take appropriate measures needed to complete all required work. In turn, innovative, more productive work habits develop.

Volunteers serve in the following tutoring, assisting and counseling assignments:

Reading	Physics	Business Education	Art
English	French	Drama	Physical Education
Math	Latin	Speech	Library

Implementation:

In the fall, employees are surveyed to see who wants to participate the first semester, what type of assignment they desire, and in which school.

Criteria for selection is weighted in the following manner:

- single parent with children in public schools,
- parents with children in public schools whose spouses are working full-time,
- single parent with children in non-public schools,
- parents with either working or non-working spouse, whose children attend non-public schools, and
- all other employees.

A limit is set on the number of employees who may participate from each department or branch. If too many people are interested, a letter is sent to some employees stating that they may participate in the progam during another semester.

Before each group of employees volunteers they are given a two-hour orientation and training session at the Bank headquarters. The training session is given by the School Volunteer Services Office.

Assignments are based on employees request, location of their residence and the route they take to their place of employment. Some Bank employees are issued bus script. This enables car poolers to leave their cars at home.

Evaluation:

A formal evaluation of the program is presently being developed. Bank volunteers, their managers, school principals and teachers will all participate.

Exhibits:

- VOLUNTEER APPLICATION
- EMPLOYEE SURVEY COVER LETTER
- EMPLOYEE SURVEY

EXHIBIT

• VOLUNTEER APPLICATION

SEATTLE TRUST SCHOOL VOLUNTEER PROGRAM

The Seattle Trust School Volunteer Program is a project of volunteer service in the schools by the employees of Seattle Trust. It is not required that you have teaching or counseling skills in order to partcipate. If you do volunteer, your commitment will be for at least one semester.

This project is experimental through June, 1981. A decision will be made at that time whether to continue the project beyond that date.

To help us make assignments in this project, please complete the following information.

Name _____ Job Title _____

Division/Unit _____ Branch _____

Date Hired by Seattle Trust _____ Work Phone _____

Home Address _____ Home Phone _____

Do you have children? ☐ yes ☐ no Are you a single parent? ☐ yes ☐ no

If married, is your spouse employed ☐ full time? ☐ part time? ☐ not employed?

Do you have teaching or counseling experience? ☐ yes ☐ no (If yes, please elaborate.)

Please complete the following for your school age children (K-12): Enter P if private school

Name _____ Age _____ Grade _____ School _____

At what school would you prefer to do your volunteer work? (While every effort will be made to place you at the school of your choice, we cannot guarantee it.)

School Name _____ Phone _____

Address _____

What kind of volunteer service would you like to perform? _____

(Your Signature) _____ (Date) _____

EXHIBIT

• EMPLOYEE SURVEY COVER LETTER

To: All Employees

Re: Educational Donation Program

The bank is considering revising its program of donations to educational institutions. At present, the bank matches educational gifts of employees and directors in varying amounts. A few direct contributions are made to local colleges and institutions if they meet our criteria of receiving an appropriate level of support from alumni, etc.

In considering changes to the program, we wish to have the benefit of knowing how our employees and their families are involved in the educational process as parents, students, volunteers and contributors. Therefore, we have designed a short survey in which we would greatly appreciate your help. You are not asked to identify yourself in the survey; individual returns will not be disclosed. What we are seeking is a broad picture of the commitments made to education by the people of the bank.

I hope you will assist us by joining in the survey, and by returning the form to me in the Executive Office prior to July 1, 1980.

• EMPLOYEE SURVEY

SEATTLE TRUST VOLUNTARY EDUCATIONAL SURVEY *CONFIDENTIAL*

1. Through what year have you completed your own formal education?
   High School 1 2 3 4 / College 1 2 3 4 / Degree____/Advanced Degree, Specific _____
   Please state in what subject(s) you received your degree(s) _____
2. Do you have plans for continuing your formal education? ☐ yes ☐ no
   If so, what subject would you pursue if you were to continue? _____
   How many years will it take to achieve your goal? _____
3. Do you have children or dependents in school or college? ☐ yes ☐ no

Age	*Grade or College Year*	*Type School Attended* *Public*	*Private*	*Community or School District*

Do you have other children below school age? _____ How many? _____ What ages? _____

Do you use an organized day care service? ☐ yes ☐ no

If not, how do you care for your children while you are working? _____

If you have children for whom you are responsible, how much time each week do you spend with your children in their school work and projects? Hours _____

Do you attend parent-teacher conferences for your child? ☐ yes ☐ no How often? _____

Are you a single parent, or do you have principle custody for the children? ☐ yes ☐ no

Are you satisfied with the quality of your children's education? ☐ yes ☐ no

Please comment on how you feel their educational opportunities could be improved: _____

What different programs should the schools offer that you feel are important? _____

4. If you have children in school, do you provide from your bank salary any financial assistance, other than sustenance and clothing, in the form of tuition, school fees or school equipment? ☐ yes ☐ no

   If so, what percent of those direct educational costs do you provide? _____% In what approximate amount? $_____ per year.

   Do you provide financial assistance to the education of children other than your own, or for whom you do not have direct custody? ☐ yes ☐ no

   If so, what percent of those direct educational costs do you support? _____☐ In what approximate amount? $_____ per year.

   Are you obligated on an educational loan to any child for whom you are responsible? ☐ yes ☐ no In what amount? $_____.

5. Have you donated any money to educational institution(s) during the past 12 months? ☐ yes ☐ no If "yes" how much $_____.

   The bank will match employee gifts to accredited educational institutions in the annual amount of $50.00 for non-management employees; $100 for management through Assistant Vice President; $250 for Vice Presidents; and $500 for Executive Officers and Directors.

   Do you participate in the bank's matching gift program? ☐ yes ☐ no If "no", please tell us why you prefer not to participate.

   _____

   Are there any changes you feel the bank should make in the matching gifts program? _____

   Would these changes encourage you to use it to the extent the bank is able to match your gifts? ☐ yes ☐ no

6. Are you involved in volunteer activities at any school or college?
   ☐ Parent committees ☐ Sports activities ☐ Other Describe _____

   If so, how much time is involved in this volunteer work each month? _____ hours

   What is the principal limiting factor in your ability to provide volunteer services? _____

7. Do you have any professional educational credentials, i.e., teaching certificate, practical experience as coach or counselor, etc.? Does anyone in your immediate family, spouse, parent or child, have such experience? Please describe.

8. The problems of schools are receiving widespread publicity. They include rising costs and pressure on school budgets; declining enrollment in public schools; middle-income citizens' flight from public to private schools and from large urban school systems; teacher competency; chilren's home environment; lack of basic skills training, discipline; values training, etc.

   What do you feel would be the most meaningful contribution the bank could make toward relieving any one or several of these problems?

9. Number in order of importance to you, ("1" highest; "11" lowest) the community concerns currently recognized in the bank's donations program.

   _____Education
   _____Health Care
   _____Housing
   _____Handicapped and elderly services
   _____Equal opportunity in employment, credit, etc.
   _____Recreation
   _____The Arts
   _____Unemployment/Vocational Training
   _____Environmental awareness
   _____Conservation and Preservation
   _____Other (Specify)

Thank you for completing and returning this survey. Please place your completed survey form in the attached envelope. No individual survey response will be released. Results of the survey will be available to all employees.

MODEL

SCHOOL/BUSINESS PARTNERSHIP PROGRAM

Started: 1972

Description: The School/Business Partnership Program provides business "partners" for each of the city's high schools to work with the administration, staff and faculty members, review the school's needs, and assist in the planning and development of special projects.

Location: New Orleans, Louisiana

Sponsor: New Orleans Public School District

Objectives:

1. Utilize business expertise to supplement the skills of school personnel.
2. Develop better understanding of the free enterprise system including needs and requirements of industry.
3. Develop a better understanding of the needs and responsibilities of the school system by the business community.
4. Provide exposure and enrichment for students for the purpose of motivation.
5. Assist the school system in making the students more readily employable.

Structure:

The School/Business Partnership Program was founded in 1972 by the New Orleans Metropolitan Area Committee. The New Orleans Public School District appointed a director and began funding the program in 1978. It is designed on the premise that business institutions and local public schools do care about the future of the community's young people and are willing to work together to help improve their opportunities for success.

The program is structured to provide a business "partner" to each school to help in a variety of ways. The effectiveness of the program depends upon the close interface between the school and business partners in determining which needs of the school can be feasibly satisfied by the resources of the company.

In the partnerhip, the primary goal of each business and school is to plan and implement a program to raise the level of skills and understanding of students in order that they might more successfully identify administrative and managerial activities that can be improved through application of business expertise.

The Superintendent's School/Business Partnership Advisory Committee was established to bridge the gap which often exists between two independent agencies. The Committee is made up of representatives from the school and business communities and the program director. The function of the committee is two-fold: to suggest policies and practices, and to evaluate the program.

Implementation:

The partnership program runs for the entire school year. Planning for the year should be completed by the first four weeks of school. With such planning, the program will be smooth and effective. Suggested time schedules are:

1. The school partner should form its Liaison Committee and have it meet no later than the second week of school.
2. The first meeting of the school Liaison Committee and the business partner coordinator should be no later than the third week of school.
3. The coordinators should meet again no later than the fourth week of school. At this meeting, the coordinators should attempt to outline activities to be conducted for the coming school year, including assigning tentative dates for each activity.
4. To obtain interest on the part of the students and faculty, activities should be scheduled as early in the school year as possible. Events should be on a regular basis to maintain interest.
5. Progress meetings should be held regularly between the coordinators to insure that the program is moving according to schedule, to iron out any changes in dates or events ahead of time, and to evaluate the success of completed activities.

Suggested projects include:

- Career counseling
- Communications seminars
- Family budgeting classes
- Environmental information
- School landscaping
- Science demonstrations
- Field trips
- Job readiness development
- Mock job interviews
- Mini-banking courses
- Personal grooming courses
- Art and photo contests
- Drug abuse curriculum
- Computer science programs

Evaluation:

To evaluate the success of the program, the business coordinator should meet with the school Liaison Committee at least four weeks prior to the close of school. This meeting also provides the opportunity to design a tentative program for the following year.

The Superintendent's Advisory Committee meets bi-monthly to discuss progress and work out solutions to problems. They have prepared a questionnaire for both school and business participants which evaluates the program's progress and effectiveness.

Exhibits:

- PLANNING AND PROGRESS REPORT
- PROJECT PLANNING FORM
- NEEDS ASSESSMENT
- QUESTIONNAIRE FOR SCHOOL/BUSINESS PARTNERSHIP PROGRAM
- NEW ORLEANS PARTNERS FOR PROGRESS

- **PLANNING & PROGRESS REPORT**

PUBLIC AFFAIRS / LANGUAGES AND JOURNALISM
BUSINESS/SCHOOL PARTNERSHIP PROGRAM

PROJECT DESCRIPTION	OBJECTIVES	SHELL COORDINATOR	FORECASTED COMPLETION DATE
Landry High School Newsletter - monthly	Assist in the further development of student/faculty monthly newsletter. Encourage participation by both student and staff in project. Develop, and/or assist with the development of a "reporter" system within the student body to feed information to those individuals responsible for editing the newsletter.	_____	On-Going
L.B. Landry Yearbook	Because of limited staff experience and limited funds offered assistance in the production of 1981 Laundry Yearbook (annual). Assist with content selection and encourage involvement of students in "yearbook committee."	_____	On-Going
"Career Day" for Media Interested students.	Recruit members from area media (radio, television & newspaper) to visit Landry and inform interested students of the career opportunities available in the newsmedia field. To include those jobs not requiring extensive education, etc.	_____	Late March/ April

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- **PROJECT PLANNING FORM**

BUSINESS/SCHOOL PARTNERSHIP PROGRAM

I. CURRICULUM CLUSTER:

II. PLEASE GIVE A BRIEF DESCRIPTION OF PROPOSED PROJECT: _____

III. WHAT IS THE OBJECTIVE OF THIS PROJECT? (WHAT IS THE EDUCATIONAL VALUE? WHAT DO YOU EXPECT TO ACCOMPLISH?) DESCRIBE: _____

IV. HOW WILL YOU INVOLVE STUDENTS, OTHER THAN THROUGH QUESTIONS AND ANSWERS? (Student participation is an effective tool in the educational process and should be a key part in the planning of each project.) Describe fully: _____

V. PROJECTED COMPLETION DATE (MONTH): _____

• NEEDS ASSESSMENT

BUSINESS/SCHOOL PARTNERSHIP PROGRAM

TO: District Superintendent _____ Date _____ Name of Business _____

FROM: The Principal _____ School _____ Business Coordinator _____

I AREAS OF IDENTIFIED NEEDS	II SPECIFIC PROJECTS TO BE IMPLEMENTED	III EXPECTED DATE OF IMPLEMENTATION	IV SCHOOL PERSONNEL INVOLVED	V BUSINESS PERSONNEL INVOLVED	VI PROGRESS OF PROJECT

• QUESTIONNAIRE FOR SCHOOL/BUSINESS PARTNERSHIP PROGRAM

The goals of the School/Business Partnership are:

- To utilize business expertise to augment the skills of school personnel.
- To develop better understanding of the free enterprise, including needs and requirements of industry.
- To develop better understanding of the needs and responsibilities of the school system by the business community.
- To assist the school system in making the students more readily employable.
- To increase the holding power of the schools.

Place an X on scale to correspond to the point that best expresses your views:

1. To what degree do you feel these goals are communicated to all involved parties?	*Poorly Communicated* ☐	☐	☐	☐	☐	*Effectively Communicated* ☐
2. To what degree to you feel the Partnership Program is meeting these goals?	*Not Meeting* ☐	☐	☐	☐	☐	*Meeting* ☐
3. To what degree do you feel that past projects and programs presented were relevant to furthering the students' education?	*Not Relevant* ☐	☐	☐	☐	☐	*Extremely Relevant* ☐
4. To what degree do you feel that your counterpart in the school or business is committed to the School/Business Partnership?	*Not Committed* ☐	☐	☐	☐	☐	*Strongly Committed* ☐
5. To what degree do you feel that successful programs have been exchanged between Partnerships?	*Not Exchanged* ☐	☐	☐	☐	☐	*Sufficiently Exchanged* ☐
6. Place an X on Scale to correspond to degree of productivity of the following types of programs:	*Not Productive*					*Extremely Productive*
Tours, Field Trips	☐	☐	☐	☐	☐	☐
Lectures	☐	☐	☐	☐	☐	☐
Films	☐	☐	☐	☐	☐	☐
Group Dicussions	☐	☐	☐	☐	☐	☐
Panel Discussions	☐	☐	☐	☐	☐	☐
Demonstrations	☐	☐	☐	☐	☐	☐
Programs that involve students, teachers, and partners	☐	☐	☐	☐	☐	☐
7. To what degree have faculty, students and parents been involved in planning of the projects?	*Never*					*Often*
Faculty	☐	☐	☐	☐	☐	☐
Students	☐	☐	☐	☐	☐	☐
Parents	☐	☐	☐	☐	☐	☐
8. Does your School/Business Partnership liaison committee take an active part in the following?	*Not Active*					*Very Active*
Program Planning	☐	☐	☐	☐	☐	☐
Participating in Programs	☐	☐	☐	☐	☐	☐
9. To what degree have you publicized your partnership?	*Very Little*					*A Lot*
Internally	☐	☐	☐	☐	☐	☐
Externally	☐	☐	☐	☐	☐	☐

10. What is the degree of visibility of your program to:

	Barely Visible					Very Visible
Students	☐	☐	☐	☐	☐	☐
Faculty	☐	☐	☐	☐	☐	☐
Parents	☐	☐	☐	☐	☐	☐
Community	☐	☐	☐	☐	☐	☐
Managers in your Company	☐	☐	☐	☐	☐	☐
Other workers in your Company	☐	☐	☐	☐	☐	☐

	Yes	No
11. Had you ever been in a New Orleans Public School before becoming involved with the Partnership Program? (Business Partner only)	☐	☐
12. Do you support the idea of rotating partners on an annual or bi-annual basis?	☐	☐
13. Were free enterprise presentations part of your program?	☐	☐
14. Do you feel that teachers have sufficient time in their schedule to devote to the Partnership?	☐	☐

15. In your opinion, what types of programs would improve the Partnership Program?

16. Your program is coordinated by:

School

_____ Principal
_____ Assistant Principal
_____ Teacher(s)

Business

(Title) _____
(Department)_____

17. Name of School or Business _____

18. Your name and title _____

19. Number of faculty members or management personnel participating in program _____

20. Number of projects in 1978-1979 school year _____

21. Look back at your responses. Do you have any other comments or suggestions? Try to give as many suggestions as possible. Please use the remainder of this page and the next page for comments or suggestions.

• NEW ORLEANS PARTNERS FOR PROGRESS

Amoco Production Co.
Arthur Anderson & Co.
Bank of New Orleans
Carl E. Woodward & Co.
Chrysler Learning Inc.
Contemporary Arts Center
D.H. Holmes Co., Lt.
E.I. DuPont DeNemours & Co., Inc.
Edwards Printing Co.
First National Bank of Commerce
Hibernia National Bank
Hyatt Regency New Orleans
Krauss Co., Ltd.
La. Engineering Advancement Program
Louisiana Land & Exploration Co.
Louisiana Power & Light Co.
Louisiana State Museum
Loyola University
Lykes Bros. Steamship Co.
Magazine Business Association
Metropolitian Area Committee
Middle South Service, Inc.
Montz Brothers & Co., Inc.
National American Bank
New Orleans Hilton Hotel
New Orleans Public Service, Inc.
Ochsner Foundation Hospital
Pan-American Life Insurance Co.
Peter A. Mayer Advertising, Inc.
Rockwell International
Rotary Club of N.O. East
Shell Oil Company
South Central Bell
Southwest Airlines Co.
Tipery Studio
Touro Infirmary
United States Navy
University of New Orleans
WNOE Radio
WTIX Radio
WYLD Radio

COMPANIES ALLOWING EMPLOYEES "RELEASED TIME" TO VOLUNTEER

EXHIBIT

Name of Corporation	City, State
Abbott Laboratories	North Chicago, Il
Aetna Life and Casualty	Hartford, CT
Akzona, Inc.	Asheville, NC
Allen Group, Inc.	Melville, NY
Allis-Chalmers	Milwaukee, WI
American Electric Power Company	New York, NY
Ampex Corporation	Redwood City, CA
Atlantic Richfield Company	Los Angeles, CA
Avon Products, Inc.	New York, NY
Baltimore Gas & Electric Company	Baltimore, MD
Bank of America	San Francisco, CA
Bankers Life	Des Moines, IA
Beech Aircraft Corporation	Wichita, KS
Bibb Company	Macon, GA
Caterpillar Tractor Company	Peoria, IL
Cessna Aircraft Corporation	Wichita, KS
Cities Service Company	Tulsa, OK
Connecticut General Life Insurance	Hartford, CT
Consolidated Edison Company of New York, Inc.	New York, NY
Continental Group	New York, NY
Continental Telephone Corporation	Atlanta, GA
Dana Corporation	Toledo, OH
Deluxe Check Printers, Inc.	St. Paul MN
Dow Corning	Midland, MI
Duke Power Company	Charlotte, NC
Eastman Kodak	Rochester, NY
E.I. duPont de Nemours & Company	Wilmington, DE
Equitable Life Assurance Society of America	New York, NY
E. R. Squibb & Sons, Inc.	Princeton, NJ
Foremost-McKesson, Inc.	San Francisco, CA
Franklin Life Insurance Company	Springfield, IL
Fruehauf Corporation	Detroit, MI
General Foods Corporation	White Plains, NY
General Mills	Minneapolis, MN
Gould Incorporated	Rolling Meadows, IL
Green Giant Company	Chaska, MN
H. B. Fuller Company	St. Paul, MN
Hobart Corporation	Troy, OH
Honeywell	Minneapolis, MN
IBM	Armonk, NY
John Hancock Mutual Life	Boston, MA
Kaiser Steel Corporation	Oakland, CA
Kellogg Company	Battle Creek, MI
Kemper Insurance Company	Long Grove, IL
Kimberly-Clark Corporation	Neenah, WI
Levi Strauss & Company	San Francisco, CA
Liberty National Life Insurance Company	Birmingham, AL
McCormick & Company	Hunt Valley, MD
McGraw-Hill, Inc.	New York, NY
Marathon Oil Company	Lindlay, OH
Minnesota Mutual	St. Paul, MN
Mohasco Corporation	Amsterdam, NY
Motorola, Inc.	Schaumburg, IL
Mutual Benefit Life Insurance Company	Newark, NJ
Mutual Life Insurance Company of New York	New York, NY
National Life Insurance Company	Montpelier, VT
NCNB Corporation	Charlotte, NC
Northrop Corporation	Los Angeles, Ca
Northwestern National Life Insurance Company	Minneapolis, MN
Norton Company	Worcester, MA
Occidental Life Insurance Company of California	Los Angeles, CA
Pennsylvania Power & Light Company	Allentown, PA
Pfizer, Inc.	New York, NY
Philadelphia Electric Company	Philadelphia, PA
Phoenix Mutual Life	Hartford, CT
Pitney-Bowes, Inc.	Stamford, CT
Potlack Corporation	San Francisco, CA
Proctor & Gamble	Cincinnati, OH
Provident Mutual Life Insurance Company	Philadelphia, PA
Prudential Insurance Company	Newark, NJ
Ranier National Bank	Seattle, WA
Reynolds Metals Company	Richmond, VA
Rockwell International Corporation	Pittsburgh, PA
Rohm & Haas Company	Philadelphia, PA
SAFECO Corporation	Seattle, WA
Safeway Stores	Oakland, CA
Sears, Roebuck & Company	Chicago, IL
Shell Oil	Houston, TX
Sherwin-Williams	Cleveland, OH
SmithKline	Philadelphia, PA
Southern California Gas Company	Los Angeles, CA
Sun Company	Philadelphia, PA
Sybron Corporation	Rochester, NY
Toro Company	Minneapolis, MN
Transco Companies, Inc.	Houston, TX
TRW, Inc.	Cleveland, OH
Union Carbide	New York, NY
Union Oil Company of California	Los Angeles, CA
United Airlines	Chicago, IL
United States Gypsum Company	Chicago, IL
Varian Associates	Palo Alto, CA
Wells Fargo Bank	Los Angeles, CA
Western Airlines, Inc.	Los Angeles, CA
Western Electric	New York, NY
Westinghouse Electric Corporation	Pittsburgh, PA
Weyhauser Company	Tacoma, WA
Whirlpool Corporation	Benton Harbor, MI
Xerox Corporation	Stamford, CT

OTHER IDEAS FOR TWO-WAY CORPORATE PROGRAMS

- The Corporate Volunteer Program, in Springfield, Massachusetts, provides a bridge between the business community and the classroom by supplementing the educational curriculum.The employee volunteers work directly in the classroom or in specifically designated areas. The value of the Corporate Volunteer Program is revealed in many ways. Through active participation of employee volunteers, the school students gain additional academic assistance, interact with tutors who serve as role models, learn how the classroom curriculum will be applied to business-related responsibilities and receive individual attention from volunteers. In turn, employees gain a sense of fulfillment by sharing their work, return to work with renewed enthusiasm and develop a strong sense of pride in their company because of its personal commitment to improving education.

- Western Savings Bank, in Philadelphia, Pennsylvania, is participating in a pilot "Economic Education" program in ten high schools. Teachers attend orientation and training sessions designed to familiarize them with current approaches to such issues as the free market system, inflation and unemployment. Classroom materials and lesson plans are developed and disseminated. Pre- and post-teaching is done to determine the program's effectiveness. Teachers participate in debriefing sessions as well. This information will be used to refine materials and expand the program.

- Project Link is sponsored by the Prudential Insurance Company of America, in New Jersey. The program tries to meet the needs of gifted students who are unable to function in regular school situations or students who present discipline problems in traditional schools by providing an alternative junior high school setting.

- The Sun Company Tutorial Program is in operation in three locations: Philadelphia, Chester and Dallas. In 1968, Sun was approached by a representative of the Philadelphia School District, who was asking for corporate support in education. The school was particularly interested in Sun's participation through its human rather than financial resources. The company agreed to provide volunteer tutors to meet one-to-one with "slow-learners" from inner city schools. Since then the program has changed and expanded to fit the varied needs of the students.

ADULTS AS TUTORS

"Time-on-task" has become a rallying cry for teachers who want their students to achieve, but do not have the time to work with them individually. For these teachers and students, volunteer tutors can be an answer.

Adult tutoring programs are an effective strategy for coping with the special needs of older students. A well organized program recruits community volunteers to work with students before, during, after school or in the evening. The one-to-one attention each tutor provides can:

- improve students attitudes and skills in reading math and other subjects;
- provide enrichment and added challenge and incentive for students achieving at or above grade level;
- maximize utilization of school staff; and
- improve school-community relations.

These functions help students develop positive self-images and achieve academic and personal success. The rapport volunteers establish in tutoring situations often gives students that extra motivation necessary to succeed — even though they think success is beyond their grasps. One teenager threw his arms around his tutor and said, "Last month I was failing English. I just got my big test back and I got a B! Thanks a lot!"

Successful tutors come from every age bracket and the entire spectrum of social, economic, and occupational backgrounds. Each one has an opportunity to see and appreciate the progress that a tutee makes, both personal and academic. Each one shares that special sense of accomplishment.

Every tutor functions as an extension of the teacher with whom he/she works. Though teachers provide the initial instruction for students, volunteer tutors directly reinforce the lessons taught and provide the individualized follow-up many students need.

Volunteers who participate in tutoring programs gain an understanding of the educational process. Frequently they return to the community as strong school advocates and provide enthusiastic and much needed support for school efforts.

All adult volunteer tutor programs have the same basic goal: to assist professional educators in helping individual students achieve at the highest level possible by providing the essential "time-on-task".

VOLUNTEERS IN SECONDARY READING PROGRAMS

MODEL

Started 1980

Description: Volunteers in Secondary Reading Programs recruit, train and use volunteer aides to assist teachers in working with students on reading skills in the secondary schools.

Location: Baltimore County, Maryland

Sponsor: Baltimore County Public Schools

Objectives:

1. Prepare volunteers to work under the guidance of teachers to help increase effectiveness of present reading program for students.
2. Train volunteers to provide needed reading services to individuals or small groups of students.
3. Train volunteers to use various reading activities which will enhance students' self-concepts, provide successful experiences and motivate students.
4. Help develop good school-community relations by utilizing valuable community resources, educating community volunteers through a training program and increasing opportunities for communication throughout the community.

Structure:

Volunteers have been utilized in various instructional programs in the secondary schools of Baltimore County since 1972. In order to increase the number of volunteers at the secondary level and provide additional help to students and teachers in the area of reading, a supplementary volunteer program was implemented in January 1980.

The Office of Student Teacher and Volunteer Programs and the Office of Reading Services outlined a program for the purpose of training volunteers who would work with secondary level students in the area of reading. Under the guidance of these offices, four reading teachers and a former reading supervisor served as consultants in the writing of a syllabus to be used in the training of volunteers who would assist students in developing functional readng skills. Volunteer handbooks were prepared and commercial reading materials were purchased for use by teachers, volunteers and students.

Implementation:

Four 3¼ hour training sessions were conducted by the former reading supervisor in two areas of the school system. Personnel from other offices assisted in some aspects of the training workshop.

An additional morning session was conducted at schools where volunteers had selected to work. The reading teacher and principal at each school oriented the volunteers to the school, assigned work places and reviewed pertinent rules and policies.

Volunteers were assigned to work with individuals or small groups of students who had been identified by the reading teachers. Pupils received an average of three hours of instruction per week.

On-the-job training took place as needs occurred. All volunteers were visited by personnel from the Offices of Student Teacher and Volunteer Programs and the Office of Reading Services for the purpose of program feedback.

Recognition of volunteers was an important aspect of the volunteer program. Personal words of thanks were provided throughout the program. School system certificates of appreciation were distributed at the end of the school year.

Evaluation:

In order to measure volunteer participation the following records were kept:

- number of volunteers recruited and trained;
- number of volunteers who worked throughout the period of the project;
- number of volunteer hours;
- number of hours each student worked with volunteers.

To measure the effect on student achievement the results from the Maryland Functional Reading Test were calculated. These results were compared to the amount of tutoring time.

To determine the overall effectiveness and success of the project the following data was collected:

- volunteers' evaluation of their training;
- volunteers' evaluation of the project;
- reading teachers' and principals' evaluation of the project;
- students' evaluation of the project.

67

Exhibits:

- RECRUITMENT POSTER
- RECRUITMENT LETTER
- VOLUNTEER DATA FORM
- TRAINING SCHEDULE OUTLINE
- LESSON PLAN FOR VOLUNTEER
- VOLUNTEER SELF-EVALUATION FORM
- TEACHER SELF-EVALUATION FORM
- VOLUNTEER AWARD CERTIFICATE
- PROGRAM SURVEY

• RECRUITMENT POSTER

VOLUNTEER
TO FILL THIS SPOT

Who: All interested people

Where: _____ **school**

When: A few hours a week

What: Helping students learn

Why: A student needs you

How: Sign up - we'll call!

I am interested in hearing about the Volunteer Program:

Name _____

Phone _____

• RECRUITMENT LETTER

_____ School
_____ Address
_____ Date

Dear _____:

Our students at _____ are our most important resource. We share a common purpose educating children. Many students need individualized attention and you have had varied experiences which can help students grow. We need you to help in our reading program.

_____ School is starting a volunteer

_____.

The instructional sessions will be conducted by _____. The activities will be concerned with reading. The dates and places for training are _____.

Your name has been suggested as a possible volunteer aide. Please fill out the section below and return to _____.

Also enclosed is a Volunteer Data Form, which you may fill out and return to _____.

Thank You,

_____

Check one box and return to _____.

☐ I am interested in becoming a volunteer aide.

☐ I am not able to be an aide at this time. Please consider me at a later time.

☐ I will not be able to be a volunteer aide.

Signature _____

Address _____

Phone Number _____

• VOLUNTEER DATA FORM

Mr./Ms. Last Name _____ First Name _____ Date _____

Address _____

Phone No. Home _____ Work _____

Children's Names _____ School _____ Grade Level

Work Experience (full and part time)

Position _____ Type of Work _____

Skills: Typing ☐ Business Machines ☐ Art or graphics ☐ List: _____

Volunteer Experience (religious, civic, social): _____

Current Status: ☐ Full-time employment ☐ Part-time employment ☐ Student: ☐ Retired ☐ Homemaker ☐ Other

Preferred Assignment: Level (Circle) 6 7 8 9 10 11 12

Preferences (check) ☐ Work with students ☐ Work with materials ☐ Work at school ☐ Work at home

Group size (indicate first and second choice) ☐ Individual ☐ Small group ☐ Classroom ☐ Lab

Check the days and hours you can work (Circle first choice)

	Mon.	Tues.	Wed.	Thurs	Fri.
a.m.	☐	☐	☐	☐	☐
p.m.	☐	☐	☐	☐	☐

Could you adjust times if necessary? _____

Commitment (indicate any combination) ☐ Sept. - Nov. 15 ☐ Nov. 15 - Jan. 31 ☐ Feb. 1 - Apr. 15 ☐ April 15 - June 15

_____
Signature

• TRAINING SESSION OUTLINE

DAY ONE:
- —Welcome volunteers.
- —Reassure volunteers of their abilities to perform the task.
- —Orient volunteers to school and state policies related to the volunteer program.
- —Introduce the concept of functional reading.

DAY TWO
- —Identify the major category of the Maryland Functional Reading Test and skills related to each category
- —Familiarize volunteers with the nature and needs of secondary students.
- —Discuss practical suggestions for dealing with students.

DAY THREE:
- —Acquaint volunteers with commercial and teacher-made materials for functional reading.
- —Provide volunteers with several examples of functional reading stations.
- —Introduce the concept that there are different types of questions.
- —Help volunteers construct a functional reading station.

DAY FOUR:
- —Acquaint volunteers with ethics needed for working in schools.
- —Teach volunteers how to prepare for and carry out a tutoring activity.
- —Schedule the volunteers' tutoring assignments and announce the follow-up activities to workshop.
- —Evaluate the training workshop.
- —Award volunteer certificates for the training completed.

• LESSON PLAN FOR VOLUNTEER

(To be written by the teacher for the volunteer)

Volunteer _____ **Teacher** _____ **Date** _____

Student(s) _____

Purpose _____ **Materials** _____

Procedure _____

Student reactions: _____

Volunteer comments: _____

EXHIBIT

• VOLUNTEER SELF EVALUATION FORM

(Please rate yourself by circling the appropriate X on the scale.)

Pupil-Teacher Relationshp Pupil response shows reasonable interest	_____ X	_____ X	_____ X	_____	Pupils are eager, alert, and interested
Volunteer-Teacher Relationship Gets along well	_____ X	_____ X	_____ X	_____	Especially Harmonious
Clarity of Expression Makes him/her self understood	_____ X	_____ X	_____ X	_____	Conveys ideas clearly concisely, and effectively
Dependability Exhibits reliability and punctuality	_____ X	_____ X	_____ X	_____	Gives extra time
Carries Out Plans Follows Teacher's directions	_____ X	_____ X	_____ X	_____	Embellishes teacher's plans according to student's needs
Reaction to Suggestions Accepts suggestions and carries out assigned activities	_____ X	_____ X	_____ X	_____	Seek suggestions for self-improvement
Respects Confidentiality Respects confidentiality in the volunteer/tutor relationship	_____ X	_____ X	_____ X	_____	Promotes objectivity in school community relationships

EXHIBIT

• TEACHER SELF-EVALUATION FORM

PAUSE AND PONDER THESE ITEMS IN EVALUATING YOUR PROGRAM WITH YOUR VOLUNTEER AIDES

Did I:

1. ☐ plan well for the program?
2. ☐ use all available resouces for volunteer recruitment?
3. ☐ provide sufficient orientation?
4. ☐ provide specific instructions needed for a given task?
5. ☐ supply proper material and space?
6. ☐ help the volunteer feel comfortable?
7. ☐ keep lines of communication open?
8. ☐ provide opportunities for the volunteers to grow?
9. ☐ encourage volunteers to give suggestions?
10. ☐ show my appreciation?

Major strengths of my volunteer program: _____

Areas which could be improved: _____

Date _____

EXHIBIT

BOARD OF EDUCATION SEAL

Volunteers in Reading Training Program

_____

This is to certify that

_____

has successfully completed hours of training as a volunteer

_____

Date

_____

Signed

• PROGRAM SURVEY

SURVEY OF VOLUNTEERS IN READING PROGRAMS IN SCHOOL YEAR 1975 - 76

School System: _____

Name of Person Completing Survey: _____

Title: _____

Address: _____

Phone: _____

1. Record the total number of volunteers working in school reading programs by type of schools listed. Record the approximate number of students being tutored at time of survey.

Type of schools	*Number of Volunteers*	*Number of Students Tutored*
a. In elementary schools	_____	_____
b. In middle and junior high schools	_____	_____
c. In high schools	_____	_____
d. In adult education programs	_____	_____
Total	_____	_____

2. On the average, how many hours per week does a volunteer work in your reading program? Total _____

3. Record the total number of cross-age tutors by tutors' grade level.

Tutor Grade Level	*Number of Cross-age Tutors*
a. Elementary school	_____
b. Middle and junior high school	_____
c. High school	_____

4. Record the number of schools in your system who use volunteers by type of school listed.

	Number of Schools Using Volunteers
a. Elementary	_____
b. Middle and junior high	_____
c. High School	_____
d. Total	_____

5. Do you provide formal training for your volunteers? ☐ Yes ☐ No
   a. If "yes", what is the approximate number of hours devoted to training?

Training	*Hours*
Preservice	_____
Inservice	_____
Total	_____

   b. If "yes", indicate approximately the percentage of training provided by:

1. Central administration personnel	_____
2. School-based personnel	_____
3. Total	100%

6. Do you provide teacher orientation to utilization of volunteers? ☐ Yes ☐ No
   a. If "yes", indicate approximate numbers of staff who have received orientation by methods listed:

Orientation Method	*Number of Staff*
1. Summer workshops	_____
2. Teacher inservice programs	_____
3. Staff participation in volunteer training	_____
4. Faculty meetings	_____
5. Other (specify) _____	_____
6. Total	_____

7. Do you use volunteers to assist your professional staff in volunteer program coordination? ☐ Yes ☐ No
   Do you evaluate your volunteer program? ☐ Yes ☐ No
   a. If "yes", indicate by checking personnel who participate in the evaluation.

	Yes	No
1. Supervisors	_____	_____
2. Principals	_____	_____
3. Teachers	_____	_____
4. Volunteers	_____	_____
5. Students	_____	_____

   b. If "yes", indicate aspects of the volunteer program evaluated. (Please attach a copy of the evaluation report if available.)
      1. Impact on student performance
      2. Impact on staff utilization
      3. Impact on school-community relations
      4. Others (Please list). _____

8. Indicate major strengths of your volunteer program. (Attach separate sheet.)

9. Indicate major weakness of your volunteers program. (Attach separate sheet.)

Objectives:

1. Improve basic skills of individual students.
2. Improve self-concept of students.
3. Provide an opportunity for students to relate to adults and seek answers to their questions.

Structure:

The success of the Classroom Volunteer Program is predicated on a number of factors: sincerity on the part of the volunteer; teachers who care about their students; a receptive atmosphere throughout the school; a positive attitude concerning the value of education; and, effective communication between participating teachers and volunteers.

Volunteers who work in the Classroom Volunteer Program include mothers and fathers, retired persons, high school students, and interested community members. They assist in remedial reading, remedial math, basic math, English, civics, history, geography, and science, as well as educationally mentally handicapped and learning disabilities classes.

Initially, volunteers are recruited through presentations of the program at service organization meetings, Senior Citizen groups and the Parent/Teacher Organization. The program has also been outlined in the local newspaper and in the school newsletter.

Volunteers are scheduled to attend an orientation workshop which emphasizes the use of appropriate materials for students. Teachers are also requested to attend a workshop on "How to Value and Use Volunteers."

A support committee of twelve volunteers was appointed and used as a core to form a Classroom Volunteer Board. A chairperson and co-chairperson, assisted by the Board, are in charge of the student volunteers, the room assignments and any telephoning that is needed.

Implementation:

The following steps are suggested for use by the volunteer chairperson to implement the program:

1. Check the preferences listed on the volunteer commitment sheets to assign a volunteer to a participating teacher.
2. Confirm the assignment with the volunteer and the participating teacher.
3. Arrange for classroom space or facilities for each assignment.
4. Notify the participating teachers of the times, days, and locations for each student in the program.
5. Make a folder for each volunteer. The folder, which is kept in the main office, contains the following: pupil's name, classroom number, participating teacher's name, map of the school, handbook, paper, volunteer button, and any pertinent notices for the volunteers.
6. Leave a sign-in sheet in the main office of the school to be used each time the volunteer comes to school to participate in the program.

The following suggestions are recommended to be used by the volunteers in implementing the program:

1. Sign-in each time volunteer enters the building to participate in the program.
2. Work closely with the assigned teacher.
3. Under the supervision of the participating teacher, supplement classwork of the student, review class materials with the student, help the student locate reference materials, and assist the participating teacher with any clerical work.

Evaluation:

The success of the program is e ated using the following criteria:

1. a sign-in procedure by volu s which gives observable data on the number of volunteers and hours served;
2. continued support and enthusiasm by the administrators of the school;
3. continued support from volunteers (some have worked since its beginning in 1976);

4. continued request from teachers and students for volunteer tutors;
5. feedback from teachers, students and volunteers.

Exhibits:

- REGISTRATION FORM FOR VOLUNTEERS
- EVALUATION OF VOLUNTEER
- RECRUITMENT POSTER
- CERTIFICATE OF RECOGNITION

• REGISTRATION FORM FOR VOLUNTEERS

Date: _____

Miss/Mr./Mrs./ Last Name _____ First _____ Middle _____

Address: _____ Phone: _____

Age (check one): ☐ Under 20 ☐ 21-40 ☐ 41-60 ☐ Over 60 (optional)

Children: ☐ Boys ☐ Girls ☐ Under 6 years ☐ In School ☐ Grown

Education (Circle highest grade complete)'

(Elementary 1 2 3 4 5 6) (Jr. High 7 8 9) (High School 10 11 12) (College 1 2 3 4) Degrees Received: _____

Name of College and Major: _____ Graduate Work (if any): _____

Vocation or Special Training _____ Foreign Languages: Speak _____ Write _____

Health (any physical limitations: _____

Volunteer Experience:

Type of Service _____ Organization _____

Teaching Experience: ☐ Yes ☐ No

It is understood that I am offering my services to the Polk County Public Schools without compensation and without any rights to health benefits in case of injury.

Signature _____

(One reference who is not a relative) Name _____ Address _____ Telephone No. _____

(The information requested below is to be used exclusively to assist in making your assignment.)

1. PLEASE CHECK AS MANY ITEMS IN EACH GROUP AS YOU WISH:

   Do you prefer working with individual children _____ small groups _____

   Do you prefer working with grades ☐ K-3 ☐ 4-5 ☐ 6-8 ☐ 9-12

2. TYPE OF WORK PREFERRED:
   - ☐ Language Arts
   - ☐ Reading
   - ☐ Math
   - ☐ Science
   - ☐ Art
   - ☐ Music
   - ☐ Library
   - ☐ Foreign Languages (please specify language)
   - ☐ Physical Education
   - ☐ Story Telling
   - ☐ General Classroom Assistance
   - ☐ Typing or Clerical Work
   - ☐ Making Teaching Aids & Instructional Materials
   - ☐ Other
3. In which subjects do you feel most competent? _____
4. Is there any area in which you definitely do not wish to work? _____
5. Have you been a school volunteer before? _____ If so, where? _____
6. How often are you willing to serve in the volunteer program?

   ☐ Once a week ☐ Daily ☐ Twice a week ☐ Other

   Number of hours a week (approximately) _____
7. Please indicate if you wish to work in a particular school in the county or if you wish to work in a particular area of the county? _____
8. Please indicate the time most convenient to your schedule:

	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Signature _____

• EVALUATION OF VOLUNTEER

SCHOOL _____ Date _____

Name of Resource Person _____ Subject Area _____

Please circle appropriate rating considering the criteria of: promptness, presentation and knowledge of subject, and communication with students.

Excellent Good Fair Poor

Grade level best suited for (circle one):

Primary Intermediate Jr. High Sr. High

Would you recommend this resource person for other schools: ☐ Yes ☐ No

Teacher's comments: _____

Teacher's signature: _____

• RECRUITMENT POSTER

REMEMBER:

EVEN in SECONDARY

VOLUNTEERS are PRIMARY

it's a growing thing...

Certificate of Recognition

for

Volunteer Services

_____

_____
School

SCHOOL BOARD SEAL

_____
Superintendent of Schools

_____
Principal

OTHER IDEAS FOR ADULT TUTORING PROGRAMS

- Volunteers are used in Bordentown City Schools, New Jersey, to help junior and senior high school students improve basic skills through one-to-one tutoring. Special emphasis is placed on reading and math. Some of the duties assigned to volunteers include drilling basic math facts, reading to students, and listening to students read.

- The reading tutor is a valuable assistant to the staff in Leon District Schools, in Tallahassee, Florida. Tutors help secondary students with the development of both social and academic skills. The tutor makes the student feel he/she is a valuable person who is capable of learning to read and developing certain reading skills. Emphasis is placed on analyzing words, developing vocabulary and improving comprehension.

- School Volunteers in the Maine-Endwell School District, in New York, are trained and placed in specific learning centers within the secondary schools. Literacy volunteers work on a one-to-one basis with students who are accepted in the program. Activities may directly reinforce school related skills or may be remedial in scope. Volunteers working in the math resource center assist the staff as requested and tutor students as needed. Visual motor volunteers are trained to work with students using the Frostig Activity Program and to help students develop motor skills.

- The schools of Los Angeles Unified School District seek to develop ways for all students to improve their math skills to the maximum of their abilities. The opportunity for some students to work individually with a tutor may make the difference in determining whether or not he/she learns and likes math. Some of the volunteers' responsibilities include giving help to individuals and small groups, preparing math games and teaching materials, talking with students to help them discover how to apply math skills to real life situations outside of the classroom, clarifying teacher's directions, reviewing previously taught math skills with absentees and assisting with record keeping.

- It was discovered that one-seventh of the dropouts in North Carolina could be identified as gifted and talented. One out of every five dropouts in Iowa is gifted. Volunteers can make a significant contribution to helping meet the needs of the gifted children by helping them develop sensory awareness, learn to listen and relate to others. In Inglewood, California, parent volunteers operate an enrichment room for gifted students. In Ann Arbor, Michigan, "grand, rents" work with gifted children. Tutors can be used to enrich the lives of all students.

THE NATIONAL SCHOOL VOLUNTEER PROGRAM

GOAL:
To improve the quality of education for all children by creating partnerships between schools and communities through effective volunteer programs.

WHO WE ARE:
The National School Volunteer Program, Inc. (NSVP) is a non-profit membership association headquartered in Alexandria, Virginia. NSVP members build partnerships between public education and the private sector by working from their unique positions within the schools and communities. Its members are professional educators and community organizers, school administrators and business leaders in 47 states, Canada, England and the Territories. NSVP is a nationally recognized education association providing leadership to more than two million volunteers.

WHAT WE DO:
NSVP provides Americans with the opportunity to contribute as individuals. NSVP trains school volunteer coordinators to recruit, manage, train, place and retain the volunteers in classrooms and district offices, as tutors, management advisers and library aides, in short, as committed participants in all aspects of school life. The trained volunteers, whether parent, retirees, employees, college students, or civic leaders, assist with handicapped children, basic skills, career exploration and many other activities.

Reliable, trained school volunteers are a human resource that school systems can ill afford to be without. Volunteers supplement and enrich the efforts of professional educators. By building a bridge between the school and the community, volunteers create more support for school programs. NSVP's ultimate objective is to see the number and quality of school volunteer programs across America continue to grow.

Selected NSVP Publications

Volunteers and Children with Special Needs — a resource manual which outlines how volunteers can help mildly handicapped children.

School Volunteer Programs: Everything You Need to Know to Start or Improve Your Program — a booklet on the organizational aspect of school volunteer programs.

Handbook for Teachers — successful techniques for teachers who work with volunteers.

In-Service Training Models — eight workshop models to train teachers how to involve volunteers effectively.

Guidelines for Involving Older School Volunteers — a booklet showing how older adults can enrich education and how to involve them through school volunteer programs.

Business and Education — a compendium of the best models of local partnerships between the business community and the schools.

Helping Children at Home and at School — a booklet suggesting ways volunteers and parents can help children succeed at home and at school.

Also available:
Teacher Training Kit, Sample Teacher Kit and the ***Information Bank Series.***